

THE TECHNIQUE OF
EXECUTIVE LEADERSHIP

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The Technique of
EXECUTIVE
LEADERSHIP

by James F. Bender

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THE TECHNIQUE OF EXECUTIVE LEADERSHIP

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TO H. W. GILB

Preface

Do you want a position of greater responsibility? If you do, you are probably seeking to be a leader. For positions of high responsibility usually mean directing the efforts of other people. And this is leadership.

If you are a young man or woman intent on advancement on the job or in clubs or other social organizations, this book is addressed especially to you. It is a self-help manual. It contains practical suggestions growing out of my many years of work with executives. It has, for example, twenty-one quizzes for you to give yourself—to help you find out how you compare with others in certain important aspects of leadership such as vocabulary, silent reading efficiency, sense of humor, speaking prowess, interview technique.

In other words, this is a practical book on leadership. And you may find other uses for it also. You may want to use it as text in a study group. If you are a department head, beset with the always-present problem of how to encourage growth and morale among your staff, you may want to assign the book for discussion at your departmental meetings. You may want to keep it as a handy reference when you have to conduct conferences, or as a guide to recommended readings on this or that phase of leadership.

In short, I have tried to make it a useful book. That

is why you will find the accent on the practice rather than on the theory of leadership. In these times there is a greater need for leaders than ever before to meet and direct the great tasks of our day. I hope that this book will serve in some measure to prepare potential leaders for the jobs that confront them.

JAMES F. BENDER

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During the writing of this book I had the pleasure of outlining a course of eight lectures on "Executive Abil-

ity: How to Improve It" for the Institute of Arts & Sciences of Columbia University. That task helped me in the revision of some of the chapters of this book. I wish to express my appreciation to Dr. Russell Potter, Director of the Columbia University Institute of Arts & Sciences, for the invitation to give those lectures and write that outline.

Mr. H. W. Prentis, Jr., President of Armstrong Cork Company, was very generous in granting me permission to quote his excellent address, "Competitive Enterprise versus Planned Economy," as was Mr. Philip B. Hoffmann, Vice-Chairman of Johnson & Johnson, who consented to the use of his well-known talk, "Champions."

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THE TECHNIQUE OF
EXECUTIVE LEADERSHIP

Chapter One

ANALYZE YOURSELF

The world's scarcest species is the leader. He has always been scarce. And it looks as if he always will be scarce. That's why he commands so much respect—why he gets so many of the good things of life—why others follow him. For the law of supply and demand is on his side. It proves *there's always room at the top*.

H. W. Gilb, president of the National Bakery Division of The Great Atlantic and Pacific Tea Company, recently said: "It is becoming increasingly difficult to find leaders—men and women to undertake heavy responsibility in business and industry." Many other tycoons agree. You see, the world is full of people who shun heavy responsibility. Only a few seek it. And you can't be a leader unless you bear up well under heavy responsibility.

Geniuses Are Seldom Leaders

If you can do that, you don't have to be a genius to succeed as a leader. Here's an amazing discovery: leaders don't make the highest scores on intelligence tests. Dr. Leta S. Hollingworth studied child leaders for many years. She gave them intelligence tests and came to the

conclusion: "Too much intelligence tends to disqualify a child for popular leadership." Dr. T. L. McCuen's test results of adult leaders' intelligence are similar. He finds that their intelligence is not of the highest rank in the group they lead. But it *is* usually above average.

To organize and lead others, the leader must have interests and understanding in common with his followers. If your abstract intelligence is too lofty, you are out of touch with ordinary minds. If your thought-ways resemble theirs, their faith in you is easier to cultivate and hold.

Professor W. H. Cowley of Ohio State University defines a *leader* as "an individual who succeeds in inducing others to follow him." He calls a *headman*, by contrast, one who has attained a high position because of his ability or prestige. Dr. Cowley was one of the first to make the distinction. It's a good one to bear in mind. To apply his definition, we can point to Philip Reed, chairman of General Electric, as a leader; to the late scientist, Charles Steinmetz, also of General Electric, as a headman.

Leaders and headmen, who make up less than the top twentieth of the population, "account for possibly nine-tenths of the world's progress." This famous saying of Columbia University's Dr. E. L. Thorndike has a lot of bearing on our lives. It means that we must cultivate more leaders. We dare not let the scarcity grow.

Our country became the paragon of nations because of its leaders. Our future is in their hands. We must make the rewards so attractive that able young men and women will be eager to become leaders. We must entice them to prepare themselves to meet the new challenges of the Atomic Era.

What It Takes

As I said, you don't have to be a genius to be a successful leader. What you need is a combination of qualities. In addition to good average intelligence, you need a strong drive, fairly robust health, deep and sustained interests, a willingness to work hard, a knack of getting along well with others, and worthy goals.

You need also to keep in mind the basic implications of leadership. For, remember, your responsibilities as a leader are always heavy. Here are some definitions to help you.

Seven Definitions for Leaders

1. You don't have a leader unless you have an organization. The reverse is also true. An organization without a leader is just an aimless group. Your organization may be only two or three persons, such as a department of economics in a small college; or it may be millions, like a nation at war. *In an organization each person has certain definite responsibilities to help the whole organization arrive at a common goal.*

Let's suppose you are the leader of a chain of candy stores. The common goal of your organization is to serve the public with excellent candy at reasonable prices. The buyers, candymakers, advertising men, salesgirls, warehousemen, janitors, real estate agents, window trimmers, stenographers, truck drivers, treasurers—and all the rest—have their specific jobs to do, if the goal is to be won. If the buyers buy prudently; if the real estate agents

select good locations for the stores and factories; if the advertising men prepare attractive copy and place it advantageously; if the salesgirls are courteous and enterprising; if the janitors keep the stores neat and clean; etc.—each doing his appointed task well, the organization wins its goal. When anyone fails in his responsibility, everybody suffers. A well-knit organization is always aware that “We’re all in the same boat. So, don’t rock it. But pull well your own weight, and we’ll get to shore soon and safe.”

2. Let’s define *responsibility* as a double obligation: obligation to do the job assigned you; obligation to the one who gives you the assignment. You are willing to take the responsibility because of certain rewards in the offing. And you are aware of the risks if you fail. The good leader always specifies, therefore, the limits of the responsibility he assigns. He also delegates enough authority to equal the responsibility—to see it through. That way he gives you a freedom of action, a sense of security that you couldn’t have otherwise.

Some meet the obligation of the assignment well enough. But they forget the obligation to the one who makes the assignment. Here is where loyalty comes in. For example, a young woman of excellent abilities caused a lot of unpleasantness when she jumped over the head of the president of her sorority chapter—the one who gave the assignment—to take her results to the national president of the sorority. She lost face with her own president and sorority sisters; and deferred her chances for assignment to further responsibility.

3. To encourage members of the organization to meet their responsibilities, the successful leader champions *incentives*. Broadly speaking, an incentive is any promised reward for meeting responsibility. It may be money, promotion to a higher position, praise, mention on an honor roll, and the like. Incentives that result in public recognition of the individual are the most powerful. This may be called *ego appeal*, and it is one of the most powerful drives in the lives of all of us.

4. Perhaps the leader's greatest responsibility is to build up morale and maintain it. Webster's *Collegiate Dictionary* defines *morale* as "Condition as affected by, or dependent upon, such moral or mental factors as zeal, spirit, hope, confidence. etc.; mental state, as of an army." The right kinds of incentives, of course, are great morale builders. Yet something is even more basic. For you find morale at its highest peak in organizations where the members help to set up expectations for each other and for the organization as a whole. This way of doing things makes the members feel that they belong; that they are an important part of the whole. It develops their sense of security and pride in their organization. It fosters the spirit of fair play. These truisms force us to the conclusion that: *Great expectations spring from democratic participation.*

Here is an example. The sales manager of a pharmaceutical firm found morale low among his salesmen when he took over. Many of the salesmen were disgruntled because they thought they should have been made divisional managers. They suspected favoritism as the reason

why they had not been promoted; although, actually, that wasn't the case.

The sales manager cut the Gordian knot when he called them all together and announced that he would be guided by their judgment when he recommended promotions from then on. But first he wanted them to draw up a job description of "divisional manager." He wanted them also to help prepare a rating scale and monthly report form to measure their own progress.

They worked out the job description together and set down what one needed in the way of education, experience, personality traits, etc., to succeed as a divisional manager. It was printed and distributed for everyone to see and keep. The rating scale and report form, prepared in the same way, were used each month. The divisional managers filled them out after each visit with the salesmen; allowed the salesmen to see their report; discussed weaknesses and strengths.

Every six months the sales manager reviewed the reports at the home office. Then, at the annual sales meeting, he announced the promotions, along with the winning scores or ratings. The men themselves had virtually laid down the rules of promotion. Everybody knew the rules. Everybody had a fair chance to compete for promotion on the basis of the rules. Result: morale climbed sky-high. Sales improved, and the sales manager grew in leadership stature.

5. *Cooperation* means working together wholeheartedly. It depends upon ability, incentives, respect for co-workers, and capacity to keep promises. There are other valuable traits, but these four are basic. Not always, but

usually, cooperation flourishes best among peers—co-workers of equal ability. To do a good job together they must want their cooperative venture to succeed. Each must respect the contributions of the others. And, of course, they must deliver their individual assignments on schedule.

Suppose you are one of a committee of three appointed to bring in a report. The three of you meet; you elect a chairman and decide on a division of the work. Two of you volunteer to gather facts, statistics, and other information. The third agrees to write up your materials in final report form. On the agreed day, you have your materials; your colleague doesn't have his. You and the third man are discommoded. For he can't write his report without all the materials. You suffer too, because the committee as a whole is late with its assignment.

Occasionally you meet a man (or woman) of excellent ability who is a poor cooperator simply because he "knows all the answers"—doesn't respect suggestions from others. Until he learns to cooperate, whatever recognition for leadership he may win will bring him many an unnecessary headache. We cooperate best when our spirit is humble and when we are willing to learn from others.

6. "Politics" is jockeying for power or promotion. You find it in organizations which have poorly defined goals, or where the leaders do not encourage policy making on a democratic basis.

A large manufacturing organization has twelve department heads, each earning from \$25,000 to \$50,000 annually. The leader is generous with money but resents

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sharing responsibility. In the last three years he has changed department heads—in every department except one—two or more times. More than half of the department heads resigned because they did not feel free to do their jobs. They had to spend too much time protecting their jobs from the “politicians.” The company will continue to have low morale until the president adopts a system of promotion and administration to minimize “politics” rather than make it the rule. Ordinarily, leaders who play “politics” or tolerate it are emotionally insecure. They believe that one way to protect themselves from superior competition is through “politics.”

7. When a leader realizes that he is seldom a free agent in lining up the policies that allow his organization to reach its goals, we say he is a *statesman*. A statesman has to consider many interrelations. He must look after the welfare of the members, or else he will lose their following. He cannot ignore the welfare of the community or country, or he may bring down ruin on his organization. He knows that there are many ripples on the pond, some of which are quite far from the center of things—external ripples, as it were—but nevertheless very important. Statesmanship means being responsive to the whole picture, not just to isolated scenes. Statesmanship often is the ultimate measuring stick of greatness in leadership. The great leaders are statesmen; even though their fame may not be national or world-wide.

As an example, take a company president who decided to build a factory in a suburban community of beautiful homes. He foresaw that the residents of the community

would resent the idea of a factory in their midst; and before building the factory, he invited them to an open forum in the town hall. He told them of his plans and hopes. He showed them the architect's drawings and the landscape gardener's plans; he explained to them that the factory would be a model of neatness and beauty; and he listed the factory's benefits to the community.

The result was that he and his factory were welcomed enthusiastically into the community. He had practiced good community relations. His was an act of statesmanship in that he wanted the external forces to be as favorable as the internal forces within the organization.

There are, of course, many other guiding words that the young leader knows or will add to his dictionary of leadership terms, but these seven need to be reviewed—and their implications thought out—before he turns to the next step on the road to leadership. For leadership is as much a matter of the organization as it is of personal qualifications. And these seven terms—organization, responsibility, incentives, morale, cooperation, "politics," and statesmanship—are important aspects of leadership, whether from the point of view of the organization, or from that of the personal qualities necessary to achieve, administer, or deal with each and every one of them.

Let's assume then, that you take the first step: you decide leadership is for you. It's worth a lot of self-discipline. Then, you're ready for the next step: submit yourself to some tests to find out whether you are leadership material. Discover how much reconditioning your personality and habits need.

Why Not Take Some Leadership Tests?

You learn that there are two main groups of tests for leaders: those given by a psychologist who interprets the results for you (these are the most reliable); and those that you give yourself—self-administered quizzes, we may call them. These help you to know yourself better. You will have many opportunities to give yourself the latter kind before we part company. So let's turn first to a short description of the kinds of tests psychologists are giving these days to identify leaders. For if you are employed by a large company, your personnel department probably makes use of some or all of the tests we are now going to consider. You may be able to take them at the home office, or enroll in a course in aptitude testing in your local college or university to help you discover whether or not you qualify as a leader.

Let's remember that leadership tests have always held the limelight. Back in the days of the Cro-Magnon man, if you wanted to be the leader you had to fight it out with some other candidate. In that way everybody saw who was boss. Those were the days when you muscled your way to the top. As brainpan outgrew biceps, leadership tests to measure various abilities and potentialities grew more complex.

Today, psychologists have perhaps more than 1,000 tests to use in analyzing and describing the human personality. They use many of these to identify leadership material in the schools and colleges, and in business and industry.

Intelligence Tests

The oldest of them all, going back to the beginning of this century, are the intelligence tests. Most firms using tests to select young leaders include a measure of intelligence, such as the Otis Test of Mental Ability, the Army Alpha Examination, the Henmon-Nelson Tests of Mental Ability, the Langmuir Oral Directions Test, the Wesman Personnel Classification Test, the Wechsler-Bellevue Intelligence Scale, and the Wonderlic Personnel Test. Perhaps you have already taken one or more of these. If you have, you will remember that you filled in answers on a printed folder within a time limit.

Temperament Tests

Broadly speaking, successful leadership is made up of two parts temperament—the right kind of temperament, that is—to one part intelligence. Here the psychologists want to know how you compare with others in regard to such traits as extroversion, dominance, neurotic tendency, sociability, confidence in yourself, etc. They give you a long list of questions to answer by *yes*, *no*, or *cannot decide*. Sample questions are: Do you daydream frequently? Do you get stage fright? Have you ever had spells of dizziness? Are you troubled with the idea that others are watching you? Do you ever argue a point with an older person whom you respect? Do you usually avoid asking advice? They assign a score to each of your answers, total the scores, and compare your total with group averages. The Bernreuter Personality Inventory, the

Bell Adjustment Inventory, and the Minnesota Multiphasic Personality Inventory are only three of many of this type of test.

What Are You Interested In?

Closely related are the interest scales. You may have high enough intelligence and be well adjusted emotionally, without necessarily being interested in the same things successful leaders are interested in. So, the measurement of your interests is very important, too. The Strong Vocational Interest Blank and the Kuder Preference Record both help to determine where your chief interests lay.

The three types of tests, then—intelligence, temperament, and interests—have been in use about twenty-five years in the business and industrial world, becoming particularly widespread in the last ten years. They can be more or less successful, depending upon how they are used and who interprets the results.

Pictures and Ink Blots Can Help

A new type of test is based on the belief that traits of temperament can best be discovered and measured by studying the imagination and certain signs of the subconscious mind. They call the test procedure the *projective technique*. At present two tests of this type lead all others in use. One is the Thematic Apperception Test, designed by Dr. Henry Murray of Harvard University. The other is the famous "ink blot" test or Rorschach

Diagnostics, named for the Swiss psychologist who invented it.

Murray's test consists of thirty pictures taken from murals, magazines, and photographs. You make up a dramatic story for each of them, telling what led up to the event shown in the picture and what is happening at the moment. The psychologist takes down your stories and interprets them after you leave his office.

The Rorschach Diagnostics is ten cards covered with ink blots, some in black and white, others in colors. As the psychologist shows you the cards one at a time, he asks what the blots suggest to you. Much as people may look at clouds and see different images of mountains, ships, people, so different persons will see different things in the blots. The psychologist times your responses, writes them down, and evaluates them later on.

Test Results Show Leaders Are Emotionally Rugged

The Thematic Apperception and Rorschach Tests are actually used to select leaders. The results show that the successful leader in the dizzy world of today is happier than the average. He is able to "take it" day after day. He realizes that he must be strong emotionally to sustain the morale of his group. He encourages, both by word and example, greater happiness and contentment among his followers. He works democratically, since belief in democracy on the job is a sign of good emotional adjustment. More and more evidence accumulated from the use of these tests indicates that morale is the reflection of the leader's personality.

Since psychological tests are so important to your future, you may want to study the following catechism:

Questions and Answers about Psychological Tests

1. Is it true that each one of us can do only one job well?

No. Approximately fifty per cent of the population can succeed fifty per cent of the time in at least fifty per cent of the vocations. But psychological tests are helpful in steering us away from those jobs for which we have little aptitude, and in describing our strengths and weaknesses. We used to hear that each one of us is born to do only one job. That is not true. (Many good potential aviators were alive during all the centuries preceding the invention of the airplane.) Most of us can do a number of jobs and succeed in them. The *Dictionary of Occupational Titles*, issued by the U.S. Government Printing Office, lists more than 20,000 occupations in which Americans earn their living. As we shall see later on, there are various types of leaders. You are most likely to gain distinction in those positions which are geared to your particular interests and capacities. Psychological tests can help you find such interests and capacities and therefore help to put you in the way of the best positions for *you*. They can also help steer you into the type of leadership you are best qualified to undertake.

2. Can psychological tests be taken by mail with a fair expectation of reliable results?

No. Most psychological tests must be taken under the

supervision of a qualified psychologist or vocational guidance expert to insure valid results. Many of the tests are carefully timed. Instructions are often complicated. Much of the success of a psychological test depends upon the preliminary interview conducted by the psychologist. The final interview, based on the test results, gives you the opportunity to ask important questions growing out of the discussion—questions about yourself and your hopes. However, you can answer mail questionnaires about yourself and take information quizzes, and then compare your results with those made by a large group of adults. The comparison often gives you the incentive to improve yourself.

3. Can you get your personality thoroughly tested in one or two hours?

No. Not satisfactorily. A rather thorough job can be done if you are willing to spend from ten to twelve hours on a battery of tests. Of course you can't complete them all in one day. Ordinarily you work on them no longer than two and a half hours at a sitting.

4. What do we mean by a "battery of tests"?

A group of tests. And a well-rounded battery should include measurements of your mental capacities, temperament, and interests, at least. You may also want to add tests of motor coordination and sensory acuity, speech, or ability to work in specialized fields, such as law, medicine, teaching, salesmanship.

5. Is it necessary to take many types of psychological tests?

Yes, if you want a really satisfactory description of your personality.

6. Are all psychological tests equally valid and reliable?

No. There are more than 1,000 standardized tests used by psychologists. Some are very well standardized. A qualified psychologist uses only the best. But there are many other tests in use. These are sometimes devised and sold by innovators without professional training. Sometimes these innovators use an esoteric terminology in reporting their results. The best way to assure yourself that you will be given reliable tests is to make use of the services of a recognized psychologist.

7. How can I find out whether a psychologist is qualified to give and interpret tests of this kind?

You can write to the secretaries of The American Psychological Association, Inc. (Washington, D.C.), or National Vocational Guidance Association, Inc. (1424 Sixteenth St., N.W., Washington 6, D.C.), and make inquiries. Membership in either of these organizations is insurance of recognized training.

8. When is the best time to take psychological tests?

When you need them, or before. The oldest man we ever tested was seventy-six. He wanted to know whether he had chosen the right field of leadership. He also wanted to improve himself, although he was retired from a very responsible position. Many high schools are giving aptitude tests on the theory that the earlier you discover specialized capacities and abilities, the more use you can make of them. Our own experience leads us to the conviction that most boys and girls of seventeen years are mature enough to reveal qualities (or lack of

them) of adult leadership. Broadly speaking, it's never too late or too early to find out about yourself.

9. Do psychological tests reveal wide individual differences?

Yes. Test results indicate that not many of us use all our capacities. A lazy, gifted individual usually doesn't attain the leadership that a less gifted individual with a powerful drive makes. Most of us can do certain things about three times more efficiently than certain other things. Among average specimens of human beings the most gifted possess about four times as much natural aptitude along given lines as the least gifted. It's the will to use what we have, along with the know-how—which we can learn—that is perhaps the most significant determinant of success in leadership.

10. Do psychological test results tell the whole story?

No. The human personality is so complex that we haven't found the means of measuring it exactly. The test results help to give an unbiased view. They are facts, and as such are of more value than jot impressions. They are worthy of your study.

Why not inquire of your personnel department—in the institution where you work or study—whether psychological tests are available for you to take? The other alternative is to look up a qualified psychologist and take the tests with him. For it is very important for you to know how far you will have to go to improve yourself to be ready for a position of leadership. It will pay to find out what makes you tick or what makes you fail to tick.

To Know Yourself Better

You will also want to take all sorts of quizzes, such as you'll find in the chapters of this book. Take them as self-evaluators, and take them as exercises to make you grow. You will find them useful—and fun, because you will be able to compare your attempts with the results of those who make average scores on them.

If you are headed for the top, then, you will spend a lot of time finding out all about yourself—what your personality is like, how it compares with others, what you need to do to increase your efficiency and popularity; in short, you're going to engage in an intensive course of self-study. For example, how do you make out on the following quiz?

QUIZ 1: How Well Do You Bear Up under Responsibility?

Directions: Below are seventeen statements for you to evaluate in the light of your experience. Circle the number in the appropriate column. Then arrive at your total and compare it with the average score, on page 280.

	<i>Usually</i>	<i>Never</i>	<i>Occasion- ally</i>
1. I keep my promises to others.	15	0	5
2. I volunteer my services for committee assignments to the clubs I am associated with.	15	0	5

3. When I am given responsibility I worry about it.	0	15	5
4. My suggestions are treated with deep consideration.	15	0	5
5. I like to put off things until the last minute.	0	15	5
6. I work well under pressure.	15	0	5
7. I find it hard to share responsibility.	0	15	5
8. I work well according to schedule.	15	0	5
9. I find going into debt for worthy ends, such as amortizing my home, gives me added incentive.	15	0	5
10. I am elected to offices or committees in the clubs I attend regularly.	15	0	5
11. It is said about me, "When you want something done, give it to a busy man."	15	0	5
12. When I am given a new responsibility, I find it hard to sleep well until it is accomplished.	0	15	5
13. Responsibility gives me indigestion.	0	15	5
14. My friends come to me for advice.	15	0	5
15. A new responsibility tends to make me neglect old responsi-			

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16. When one of my projects
turns out badly I am deeply de-
jected for a long time.

0 15 5

17. My daydreams end with a
plan to achieve a new success.

15 0 5

Total

Answers on page 280.

Chapter Two

STREAMLINE YOUR MIND

Dr. Daniel Starch asked 150 outstanding business leaders to list the traits they believed were responsible for their remarkable success. They put *ability to think* near the top. But hold on: everybody thinks—men, women, children, geniuses, the man in the street—followers, as well as leaders. Thinking is to a brain as breathing is to a lung. Neither is ever inactive, not even in sleep. You don't teach a brain to think; it already does it, naturally.

Of course we don't always think (or breathe) as well as we might. The sixth-grade teacher scolds her pet dunce for his muddied thinking in decimals. Yet there's nothing wrong with his thinking about the World Series. He knows the merits of each team; the players' experience and history, their batting averages; the whole works. Yes, ordinarily he thinks more like an expert about baseball than his teacher does.

Obviously, Dr. Starch's leaders implied more than their bald words tell us. Perhaps they meant something like: *Leaders develop certain habits of thinking to an extraordinary extent.* Let's turn to these specific kinds of thinking or habits of mind. We find that leaders are

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strong on five main points: word power, information, memory, the ability to make sound decisions, and the habit of reading widely. You can cultivate these strong points.

Develop Your Word Power

This is a broad highway, and leaders use all four of its lanes. At the National Institute for Human Relations we find that leaders have (1) large vocabularies; (2) fast word fluency; (3) above-average ability to dictate reports; (4) a knack of putting their thoughts simply. These four abilities help to set leaders apart and define leadership. Let's take up each ability in some detail.

Vocabulary

The English language has more words than any other language. Nobody knows how many exactly—perhaps more than a million. But only about seven hundred thousand of them are listed in our largest dictionaries. Of course, no one knows the meanings of all these words. If you wanted to spend the time, you could probably dig up a list of outlandish words that would stump learned philologists.

Leaders know the meaning of hundreds of unusual words—a great many more than the average man or woman. But they seldom use them when they talk with subordinates. They know the workaday value of simple speech. And they don't make a practice of parading their knowledge of extraordinary words.

Then why, you may ask, do leaders know so many more words than they actually use on the job? One cause

is their excellent capacity for learning new words. Another is their eager curiosity, which pushes them to read widely; to listen carefully; to look up strange words; to remember them. For the typical leader knows he can never tell when an odd bit of information may come in handy. He also knows that a large vocabulary deepens his understanding. Words, as we all know, are the tools of thinking. That's why a large vocabulary encourages mental flexibility. Leaders say that if you have a large vocabulary, you feel at ease among those who use unusual words. These then, are some of the top reasons why you may want to increase your vocabulary. A good way to begin on a program of vocabulary improvement is to take some quizzes.

QUIZ 2: Vocabulary

Directions: Circle the right answer to each question. Then turn to page 280 to score your results.

1. Do *deciduous* trees shed their leaves? yes no
2. Is Santa Claus usually represented as a *jocose* man? yes no
3. Are big-game hunters ordinarily *intrepid*? yes no
4. Is the dog a *ruminant* animal? yes no
5. Do *demagogues* appeal to social discontent? yes no
6. Are newly hatched fledglings *callow*? yes no
7. Are *flagrant* cases of cheating usually noticed? yes no
8. Are *iconoclasts* popular at religious meetings? yes no

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- | | | |
|---|-----|----|
| 9. Are imbeciles noted for their <i>sagacity</i> ? | yes | no |
| 10. Do successful leaders usually have a <i>palliative</i> effect upon the group they lead? | yes | no |
| 11. Are leaders often <i>feckless</i> ? | yes | no |
| 12. Do heavy lunches at midday make most of us <i>oscitant</i> ? | yes | no |
| 13. Do leaders often have the knack of <i>felicitous</i> speech? | yes | no |
| 14. Are happily married partners mutually <i>dissimulative</i> ? | yes | no |
| 15. Do interested employees do their work <i>perfunctorily</i> ? | yes | no |

QUIZ 3: Vocabulary

Directions: Choose the best of the three answers to each item and put its letter in the space provided.

- ... 1. An *evangelist* earns his living by: (a) preaching (b) singing (c) juggling
- ... 2. A *bushelman* works with: (a) jewels (b) clothes (c) hair
- ... 3. A *chiroprapist* treats: (a) teeth (b) spine (c) feet
- ... 4. *Glucose* is found in: (a) smoke (b) sugar (c) water
- ... 5. A *tyro* is: (a) a whirlwind (b) a veteran (c) a beginner
- ... 6. An *equestrian*: (a) rides (b) climbs (c) dives
- ... 7. A *benedict* is a recently married: (a) widower (b) bachelor (c) divorce
- ... 8. A *misogynist* dislikes: (a) dogs (b) study (c) women

... 9. A *pariah* is usually: (a) admired (b) despised (c) honored

... 10. A *sycophant*: (a) flatters (b) lies (c) derides

... 11. A *begum* is a: (a) kind of sheep (b) wife (c) shawl

... 12. An *anthropologist* studies: (a) the human races (b) hypnotism (c) influence of the stars on the personality

... 13. An *obstetrician* assists at: (a) death (b) accidents (c) births

... 14. A *pessimist's* view of the future is usually: (a) hopeful (b) apathetic (c) gloomy

... 15. A *hypochondriac* worries about his: (a) money (b) health (c) wife

Answers on page 280.

QUIZ 4: Vocabulary

Directions: Supply the missing word in each of the following sentences:

1. One who steals another's ideas or writing and passes them off as his own is a

2. When one is homesick he is said to be suffering from
.....

3. When an individual is in a state of inaction or indifference he is said to be

4. One who suffers from a weak or sickly constitution is a

5. The iron grating usually hung over the gateway in medieval castles and let down to prevent entrance, was called a
...

6. When you adhere to a regular procedure by habit, you follow a

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7. A treeless plain, especially in Florida, is called a
8. A baby of North American Indian parents is known as a
9. One who specializes in the diagnosis and treatment of skin diseases is called a
10. One who excels in storytelling is a
11. The legal term for maiming a person by depriving him of the use of any of his members or willfully disfiguring him is
12. One who is effusively sentimental or drunk enough to be emotionally silly is
13. When we give reasons and excuses for our actions without really analyzing our true motives, we
14. One who is given to severe self-denial and austerity and who practices rigid abstinence and devotion is an
15. A man who is covered with hair is said to be

Answers on page 280.

How did you make out? If you aren't satisfied with your scores, you can easily do better. You simply make a habit of learning new words each day. You can study the dictionary and jot down in your notebook five new words a day. Write after them their synonyms and antonyms. You'll have to review from time to time to remember them.

Most newspapers now carry crossword puzzles or word games. You'll find them excellent vocabulary builders, too. You may become as devoted to them as many of my friends who commute to work. They skim the head-

lines; but prefer to concentrate on the crossword puzzles before they arrive at Pennsylvania Station every morning.

As you read the latest piece of fiction or biography, write down every new word you come across. Then look it up, and, if possible, use it now and then to keep it in your memory.

Associate with those who use a large vocabulary. You'll pick up many meanings by context. Of course, you'll want to look up the new words you hear, to make sure you know what your friends are talking about.

Magazines include more word features today than ever before. Evidently readers are keenly aware of the value of word study. *The Reader's Digest* and *Your Life* are only two of the worthy publications that carry excellent vocabulary exercises.

You may want to buy several word books, such as: *Improving Your Vocabulary*, by Clarence Stratton; *Thirty Days to a More Powerful Vocabulary*, by Wilfred Funk and Norman Lewis; Roget's *Thesaurus* (published by Thomas Y. Crowell Company); *Modern English Usage*, by T. H. Fowler. Keep them at your bedside and turn to them a half hour or so before turning out the light. The new words will sink into your memory while you sleep.

Word Fluency

The second verbal technique you'll want to excel in is that of word fluency. Here, speed is the thing. Your job is to think of words in different contexts. Let's take a few simple quizzes to let you sample what word fluency means.

QUIZ 5: Word Fluency

Directions: Take a large sheet of paper. Note the time you begin and end the quiz. Now write as many girls' names as you can think of, as fast as you can. (Twenty-five names a minute is good; more than that, excellent.)

Directions: Take another large sheet of paper. Note the time you begin and end this quiz. Write as many words as you can think of beginning with the letter *a*, as fast as you can.

Directions: Take a large sheet of paper. Note the time you begin and end the quiz. Write as many names of things to eat as you can, as fast as you can.

Directions: Take a large sheet of paper. Note the time you begin and end the quiz. Write as many four-letter words as you can, as fast as you can. Cross out any words you may have written with fewer or more letters than four, before scoring your attempts.

The way to gain speed in word fluency is to practice quizzes like those you've just been through. You can practice with all classes of words having some restriction, such as boys' names, place names, river names, words with two, three, five letters, etc. Practice regularly and time yourself on each attempt. Try to better your record each time.

Ability to Dictate

You'll find exercises in the third verbal technique—ability to dictate reports—easy to do also. If you haven't a dictating machine, you can use a disk, wire, or tape recorder. The idea is to begin with simple subjects to

build up your confidence. For example, you can dictate (or write out) a factual account of an interesting vacation you have spent. Recall your experiences as they happened: how you decided to go to that particular place, how you traveled, what you did, whom you met, etc. Don't worry about grammar and punctuation. They slow you down. When you pay too much attention to them, your thoughts come out too slowly. Let them wait upon revision.

As the next step, which is somewhat more involved because it depends on creative thinking rather than simple memory or recall, you dictate (or write) an opinion. For example, you may want to talk or write about subjects like, "How We Can Have Industrial Peace"; "How I Would Improve Our Educational System"; "What I Believe the Basic Responsibilities of the Leader Are"; "Why I Hate Divorce." You may want to practice several weeks on the first step before going on to the second. Don't let the thought of composition frighten you. Just write your thoughts down as you talk. Later on you can revise.

Ten Ways to Improve Your Dictation of Letters

1. Read all your mail before you dictate replies to any letters. Underline important parts—those you will reply to specifically.

2. Plan your reply to each important letter *before*, not during dictation. Make notes in the margin of each letter. Then pencil in a short outline of your reply at the bottom. Use numbers: one for each main point. This

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helps you to be methodical; it also helps your correspondent to save time—makes a wonderful impression on him.

3. Separate your mail into several stacks. Dictate the easy ones first. This gives you a feeling of success; gives you the proper mind-set for the tough ones later on.

4. Face your stenographer. Have her sit directly opposite you. That arrangement helps both of you to make the most of your hearing and vision; steps up efficiency in communication.

5. Dictate in a well-lighted room, reasonably free from noise. If you can't control the noise, speak up. Help your stenographer to get your words right. If she asks you to repeat too often, you probably aren't talking loud enough. Perhaps you're dictating with your pipe in your mouth. Why not ask her occasionally, "Do I dictate loud enough so you don't have to strain your ears?" She'll be grateful; will do better work for you; make fewer mistakes.

6. Speak slowly and deliberately, much more so than you usually do in ordinary conversation. Two of the best "letter-dictators" I know average 150 words a minute when they dictate. But their ordinary conversation-speed averages 275 words a minute. Watch your stenographer. You'll see her look up as she's ready to go on. By studying her responses, you can gear your rate of speaking to her transcription speed. If you use a dictation machine, make your speed particularly slow, for when your stenographer transcribes the record she doesn't have you at hand to query.

7. Pause logically. That means stop after every phrase or clause. Don't run your words together. Let your voice

go up on every pause except the one that ends the sentence. Drop your voice definitely on that last pause, for your vocal ups and downs help the stenographer to punctuate. Your logical pauses also help you to speak in thoughts rather than just words. This helps your stenographer's comprehension and speed.

8. Give your stenographer specific directions as to how you want your letters to appear, as regards spacing, paragraphing, and format.

9. Always keep your style conversational; not formal. If your attitude is friendly, your letters will reflect you as a warm, understanding person. They will bear a distinctive style.

10. Make an obsession of this idea: *every* one of your letters is a projection of your personality. Each one of them presents an opportunity to do a job of selling. Sell good will. Sell your company: be an active agent of its public relations department. Sell yourself. Make each of your letters worthy of you and your company.

Putting Thoughts Simply

The fourth verbal superiority of leaders is their ability to state their thoughts simply. This is in no way at odds with their large vocabularies. Although they know the meanings of a lot of words, they use a small, simple vocabulary when they speak or write to their followers. Their aim, of course, is to reach as many minds as possible and to avoid misunderstandings. They keep their "leadership vocabulary" to the lowest common denominator. They follow ten rules.

Ten Rules to Simplify Your Speech and Writing

1. Use short sentences. Eight words and less to the sentence make it easy to understand. Sentences more than fifteen words in length are hard for many to understand.

2. Use many questions and imperatives. They hold attention. Examples: "Now, what does this mean?" and "Take it easy."

3. Don't use any more relative clauses than you absolutely need. Beware of "which," "that," etc. as introducers of lesser thoughts. Break up complex sentences into simple sentences. One idea to a sentence, if you please.

4. Don't use words with prefixes and suffixes when you can use shorter, common words. Don't say, for example, *illuminated* when *lighted* will do. Say *speak* or *write* instead of *communicate*, when possible, etc.

5. Use a lot of personal pronouns: *our*, *your*, *you*, *we*, *me*, *I*, *they*, etc. They make followers' ears prick up.

6. Don't use the passive voice. Don't say, "It is believed . . ."; use the active voice: say, "We believe . . ."; etc.

7. Don't use present participles unless they are necessary. Don't say, "Having gone there, the man next went to the tool shop." Say instead, "The man went there, and then he went to the tool shop." Don't be afraid to use the same word more than once in the same sentence.

8. Use colloquial expressions, but not unseasoned slang. Let your writing be like good everyday conversation—not stilted.

9. Keep your messages short: short words, short sentences, short paragraphs.

10. Separate your thoughts clearly. Use numbers frequently. For example, "Three points we ought to keep in mind: . . . One. . . . Two. . . . Three. . . ."; etc.

Let's take an example to illustrate the rules. Someone in the Office of Civilian Defense in the recent war wrote:

Such preparations shall be made as will completely obscure all Federal buildings and non-Federal buildings during an air raid for any period of time from visibility by reason of internal or external illumination. Such obscuration may be obtained either by blackout construction or by termination of the illumination. This will, of course, require that in building areas in which production must continue during the blackout, construction must be provided that internal illumination may continue. Other areas, whether or not occupied by personnel, may be obscured by terminating the illumination.

President Roosevelt, whose word power was of the leadership kind, told him to rewrite it. He said: "Tell them, in buildings where they have to keep the work going, to put something across the windows; in buildings where they can afford to let the work stop awhile, to turn out the lights."

Which of the ten rules did he follow? Which did he break? Can you rewrite the message and follow all ten rules? Try it.

Now give yourself a lot of practice in simplifying what you hear and read. Take random sentences from news-

casters, as you hear them on the radio, and restate their sentences more simply. Or rewrite paragraphs, as in the three samples below. They are taken from *The Personality Structure of Stuttering*, a doctoral dissertation.

Exercises in Simplified Speech

(a) There is scarcely an educator in the school systems of this and other countries who is not confronted with the problem of stuttering among students. Whether the educator be an administrator or a classroom instructor, the need of making adjustments or providing help for stuttering students is ever present. For stutterers are ubiquitous in the school systems as well as elsewhere. . . .

Rewrite: Practically every educator meets students who stutter. If he is a teacher or administrator he has the problem to help them. Stutterers of all ages are everywhere.

(b) That many stutterers do not outgrow their speech handicap is indicated by the results of entrance speech tests conducted in some colleges and universities. Furthermore, there are perhaps no data more reliable on the incidence of stuttering at a given educational level than those included in the results of entrance speech examinations administered by experienced speech examiners.

Rewrite: Results of entrance speech tests given in some colleges and universities prove that stuttering isn't outgrown. These results are reliable because experienced speech examiners give the tests.

(c) Psychologists have not been greatly successful in reporting studies of the whole personality. Adequate ways and means for studying pervasive personality patterns have not been devised or made applicable. Nonetheless, there is widespread optimism in the ultimate outcome, for psychologists have been working on the assumption that the organized whole of personality is not unanalyzable. In describing it psychologists have frequently listed its various manifestations in anatomy, physiology, intelligence, personality traits, etc. The most common classification of aspects of personality is: morphology, mental capacity or ability, and temperament. Of the three divisions the one about which there is least agreement, especially in reference to definition and measurement, is temperament.

Rewrite: Psychologists' reports on the whole personality haven't been successful enough as yet to provide ways of studying it. But they believe they'll succeed. They think the whole personality can be analyzed. They describe its many traits in three groups: body, mind, and temperament. They don't agree on definitions of temperament as well as on the other two.

If you dictate a lot of letters, you may want to try this warming-up exercise: Take the windiest letter you get in the morning mail. Read it over. Then rewrite or dictate it in simple speech. (By the way, one of the best ways to make sure that you understand a poorly written piece is to put it into your own words.) This exercise puts your mind in the right groove for the other dictation you have to do.

Another good workout is to rewrite a book according

to our ten rules. You may want to use a scholarly book, like Professor William Sumner's *Folkways*. Rewrite a page or two of it every day. It's a pioneer work in sociology, and a great book in view of its vast learning. But it's devilish hard reading because it breaks the ten rules. Such exercises do two things for you: they improve your speech and writing; and they give you a feeling of confidence you don't have otherwise. This confidence often spills over into many other pigeonholes of your mind; and you find yourself making quicker decisions.

Broaden Your Information

Leaders and candidates for leadership jobs make high scores on tests of general information. It is not derogatory to say that leaders have a lot of superficial knowledge. They make out well on quizzes about other leaders and headmen. Here's a sample quiz.

QUIZ 6: General Information about Leaders and Headmen

Directions: Match each item in the second column with the correct name in the first column. Put the letter in the space provided.

- | | |
|-----------------------------|--|
| ... 1. Gilbert Stuart | a. He organized the American Federation of Labor |
| ... 2. Henry George | b. He is said to have invented baseball |
| ... 3. Ottomar Mergenthaler | c. He discovered a treatment for rabies |
| ... 4. Robert Hoe | d. He painted a portrait of George Washington |

- | | |
|-----------------------------|---|
| ... 5. Florence Nightingale | e. He founded the kindergarten |
| ... 6. Luther Burbank | f. He wrote <i>Progress and Poverty</i> |
| ... 7. Thomas Paine | g. She was a pioneer in helping the insane |
| ... 8. John H. Patterson | h. He gave the most popular lecture America has known, <i>Acres of Diamonds</i> |
| ... 9. John Hyatt | i. She was a famous social worker; founded Hull House |
| ... 10. Susan B. Anthony | j. He composed many of America's best-loved folk songs |
| ... 11. Sir William Osler | k. He studied and painted the birds of America |
| ... 12. Russell Conwell | l. She was a leader in the cause of suffrage for women |
| ... 13. Horace Greeley | m. He originated the Idaho potato |
| ... 14. Jane Addams | n. He wrote <i>The Rights of Man</i> |
| ... 15. Louis Pasteur | o. He founded life insurance in America |
| ... 16. Dorothea Dix | p. She was a nurse in the Crimean War |
| ... 17. Henry Ford | q. She was a leader in the movement that became the Red Cross |

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- | | |
|--------------------------------|---|
| ... 18. Geo. Washington Carver | r. He is often referred to as the father of modern salesmanship |
| ... 19. Friedrich Froebel | s. He was a famous Negro chemist |
| . 20. John James Audubon | t. He was the originator of "mass production" |
| ... 21. Samuel Gompers | u. He invented the roller bearing |
| . 22. Clara Barton | v. He was a famous newspaper publisher |
| . . 23. Stephen Foster | w. He invented the rotary press |
| . 24. Judge Willard Phillips | x. He invented the talkies |
| .. 25. Abner Doubleday | y. He was a great teacher of medicine at Johns Hopkins University |
| .. 26. Thomas Edison | z. He invented linotype |
- Answers on page 281.

You may have fun with part of an examination given to New York schoolteachers.

QUIZ 7: How Well Do You Know Books and Authors?

Directions: In each of the following select the one of the four numbered choices which will make the statement most nearly correct.

1. He whose touch turned things to gold was (a) Orpheus (b) Midas (c) Proserpine (d) Medusa.
2. An epic poem dealing with the fall of Adam is (a) *Paradise Lost* (b) *Lycidas* (c) *Pilgrim's Progress* (d) *Don Juan*.
3. The poet who has devoted himself to describing New England and its people is (a) Bret Harte (b) Robert Frost (c) Edgar Lee Masters (d) Carl Sandburg.
4. The story of a dog is told in (a) *David Harum* (b) *The Call of the Wild* (c) *National Velvet* (d) *Black Beauty*.
5. An albatross played a significant part in the life of the (a) Wizard of Oz (b) Maid of Orleans (c) Ancient Mariner (d) Opium Eater.
6. The writer who made a study of the American language is (a) Upton Sinclair (b) Joseph Addison (c) Henry L. Mencken (d) Lola Ridge.
7. Chaucer was the author of (a) *Canterbury Tales* (b) *Beowulf* (c) *The Anglo-Saxon Chronicle* (d) *Journal to Stella*.
8. The "Admirable Crichton" in J. M. Barrie's dramatic fantasy is a (a) minister (b) vagabond (c) lawyer (d) butler.
9. In Whittier's ballad, the person who hung out the Union flag in Fredericktown and said: "Shoot, if you must, this old gray head, but spare your country's flag," was (a) Harriet Beecher Stowe (b) Barbara Allen (c) Barbara Frietchie (d) Bess Talbot.
10. *The Jungle Book* was written by (a) William Beebe (b) Raymond Ditmars (c) Rudyard Kipling (d) Frank Buck.
11. The deacon's masterpiece in Oliver Wendell Holmes's poem was a (a) painting (b) carriage (c) wood carving (d) statue.

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12. Martin Arrowsmith, a character in an American novel, is a (a) successful businessman (b) frustrated engineer (c) doctor (d) pugilist.

13. Of the following, the play that was not written by Shakespeare is (a) *Dr. Faustus* (b) *The Tempest* (c) *As You Like It* (d) *Twelfth Night*.

14. An American writer who won fame for his stories about Indians is (a) William Cullen Bryant (b) Henry David Thoreau (c) James Fenimore Cooper (d) Ralph Waldo Emerson.

15. Br'er Rabbit became a notable figure in the writing of (a) Thomas Nelson Page (b) James Weldon Johnson (c) Joel Chandler Harris (d) Sarah Orne Jewett.

16. *Origin of Species* was written by (a) Charles Lyell (b) Henry George (c) Michael Faraday (d) Charles Darwin.

17. The essayist who wrote "A Dissertation upon Roast Pig" was (a) Christopher Morley (b) Charles Lamb (c) William Hazlitt (d) Stephen Leacock.

18. *Man and Superman* is a play written by (a) Henrik Ibsen (b) Eugene O'Neill (c) William Butler Yeats (d) George Bernard Shaw.

19. The man who was cast into a den of lions and found unharmed the following morning was (a) Daniel (b) Robin Hood (c) Pythias (d) Damocles.

20. The ghost of Banquo appears in (a) *Hamlet* (b) *Julius Caesar* (c) *Othello* (d) *Macbeth*.

21. The woman who sat in front of the guillotine knitting and counting heads as they fell was (a) Lucy Manette (b) Madame Defarge (c) Becky Sharp (d) Cosette.

22. For the murdering of a sleeping man, Danny Deever

- was (a) exiled (b) imprisoned (c) hanged (d) marooned.
23. "But only God can make a tree" is from a poem by (a) Rupert Brooke (b) Christopher Morley (c) John McCrae (d) Joyce Kilmer.
24. Dr. Watson is a character in the stories of (a) O. Henry (b) Conan Doyle (c) H. G. Wells (d) Sherwood Anderson.
25. Ichabod Crane was (a) a wine merchant (b) a schoolmaster (c) a scrawny mare (d) a shiftless loafer.

Answers on page 281.

Leaders excel also in knowing where to get information. They do well on questionnaires such as this one on source materials.

QUIZ 8: Source Material Questionnaire

What source is most often consulted to get information about:

1. The circulation figures and editors' names of a dozen of your favorite magazines?
2. The financial standing of a prominent individual?
3. Articles on efficiency appearing in popular magazines?
4. Biographical material about a president of a shoe machinery company?
5. Population shifts in the United States?
6. Whether a certain book was published in 1936?
7. Who the officers of International Cellucotton Products Company are?

8. Where a business firm, a large competitor of yours, advertises?
9. The professional affiliations of an advertising agency?
10. The professional background of a consulting psychologist?

Answers on page 282.

Develop Your Memory

Memory is rather a complicated mirror of the mind. It has three main panels—visual memory, verbal memory, and incidental memory.

Visual Memory

Visual memory is the ability to retain forms seen. You can test yourself on this ability by the Aussage Method. Get someone to show you a picture with many objects in it. Study the picture for a minute or two. Then write down a list of all the objects you remember. Be as detailed as you can. You'll be pleasantly surprised to see how your ability to remember the images of objects in a picture increases with practice. You can also test yourself on what you retain at intervals of five, fifteen, and thirty days. Let's assume that you remember correctly all the objects in the picture one minute after it is taken from you. If then, you remember 90 per cent of them at the end of five days, 87 per cent at the end of fifteen days, and 85 per cent at the end of thirty days, you have an excellent visual memory.

Verbal Memory

The second panel of the mirror is *retention of verbal material*. The leader remembers what he hears and reads. You can exercise this ability by listening to phonographic recordings of famous speeches. Then you can repeat or write down what you heard before playing the record again to check on your results. Or you may read a short poem or jingle through once. Then write as much of it as you can remember, and check to see how you did. You can practice this ability also after each interview; and attempt to restate the main points made by you and the other individual.

How much is it worth to a leader to double his powers of memory? Would greater ability to memorize names, figures, and facts increase his income in arithmetic or geometric proportion? That is to say, suppose you earn \$4,000 a year. If you doubled your memory span could you expect to increase your income to \$8,000 or \$16,000 annually?

That depends—upon the kind of work you do and the present state of your “memorizer”; but fifteen top-flight executives, each earning more than \$50,000 annually, were unanimous recently in saying, “As memorizing capacity doubles, earned income *multiplies*.” The point is that a good memory is an excellent tool in almost any job. The greater your responsibilities, the more valuable a well-stocked memory becomes.

Quite amazing, isn't it? Yet, when we stop to consider that a reliable memory saves time and builds good human relations—is it?

The problem boils down to the simple question: "How can I strengthen my memory?" The answer lies in ten steps that have helped countless men and women to leadership. The steps are easy to apply. Here they are.

Ten Steps to a More Powerful Memory

1. Make sure your sensory impressions are reliable. Memorizing is a mental process made possible by our senses. Civilized man memorizes largely through sight and hearing, although—and this is of the utmost importance—*efficient memorizers make use of all their senses in developing memory ability*. The first step, then, is an examination of your hearing and sight. You may say, "Oh, I hear all right!" Don't be so sure. After the age of fifteen almost everyone loses some hearing acuity, unless he takes ear-training exercises. Eye coordinations change from time to time, and, unless adjusted with glasses or specified eye exercises, handicap your memorizing powers.

Again, don't neglect your other sensory impressions. For example, if you want to remember a person's name: as he is introduced to you, watch the lips of the speaker for his name, listen for it carefully, and immediately repeat it aloud as you acknowledge the introduction. What about his handclasp? What kind of feel does it have? Is his hand calloused, or soft, or bony? Perhaps he uses a scented soap or smells of a shaving lotion or tobacco. Without calling attention to it, assume the same posture he affects. This will exercise your *kinesthetic*

sense. In other words, relate all these impressions to his name as you speak it, and it will be yours.

If you have a sensory loss, make the other senses do extra duty. Theodore Roosevelt, early in his life, became almost totally blind in one eye, but that didn't dull his memory and keen powers of observation. Helen Keller, blind and deaf, has an extraordinary memory because she learned to make the other senses compensate.

2. Strengthen your sensory impressions through exercise. Let's suppose that John Smith has difficulty in remembering telephone numbers, and that he would be more efficient if he could call to mind twenty-five telephone numbers at will. One of the first things John should do is increase his *auditory memory span*. The average adult can record correctly six digits one second after they are read off to him, one at a time in a monotone. But with a little practice—say five minutes a night for a month—he can double his immediate auditory memory span for numbers. If he remembers speech sounds poorly, he can practice in a similar way with nonsense syllables, *e.g.*, *nag uk roi jop mey zif*. He needs, of course, someone to read them off and score his attempts. Here a wife or friend can be of assistance.

The same goes for memory of visual impressions. Look at pictures containing several objects and people. Study each picture intensively for three minutes. Then have the inquisitor ask you such questions as "What was the person second from the left wearing?" "How many people and objects were in the picture?" "What was the building made of?" etc.

Or take flowers as a testing ground for your sense of odor. Did you know that white roses have a different fragrance from red ones? That different coffee brands have their individual aromas?

Feel fabrics, wood grains, etc. Learn to identify them with your eyes closed. You will find that not only will this greater sensory awareness serve your memory faithfully, but you will get more out of life. Too many of us go through life chugging along on two or three cylinders when we could just as easily whiz along on twelve.

3. Practice on the materials you wish to remember. If, for example, you would like to memorize the dates of the fifteen most decisive battles of the world, don't "warm up" by committing several poems to memory. There may be some slight transfer but not nearly so much as if you spend the time entirely on the historical dates.

However, once you get started on this fascinating program of strengthening your memory, you will probably want to retain all sorts of odd knowledge. You may say, "But isn't this foolish?" Not if you enjoy testing your powers; not if you agree that a man with a wide as well as a deep memory makes an interesting conversationalist and a good companion. Not if you realize that often all sorts of filaments of memory can be woven into *mnemonic devices*.

4. Make use of mnemonic devices. This double-decker comes from the Greek, and means devices to assist memory. In modern psychology it means artificial schemes or formulas that increase memorizing ability. They make up the systems of memory courses often advertised. For

example, most of the crosstown streets in Manhattan are one-way. A mnemonic device for remembering that the even-numbered streets run eastward is "East on even." Here the mnemonic device is alliteration.

Sometimes these artificial formulas reach complicated proportions, as the number-alphabet system illustrates. Here each digit is represented by a letter: 1 is *t* or *d*; 2, *n*; 3, *m*; 4, *r*; etc. Now suppose you want to remember that sound travels at the rate of 1,142 feet a second, you may use the letters, *t, t, r, n*. They make up the consonants of *tight run*, which may be interpreted as great speed. Mnemonic devices help some people more than others. Generally speaking, they help when simple; but if they become too cumbersome, it takes more effort to learn them than they are worth.

Have you heard this story? "For example," said the teacher, "if you want to remember the name of the poet, Bobbie Burns, you might imagine a picture of a London policeman in flames—bobbie burns—see?" "I see," one of the youngsters said, "but how can I be sure it won't mean 'Robert Browning'?"

5. Use "whole" rather than "part" methods. Suppose you want to commit to memory the notes you wrote out for a speech. How can you insure yourself against failure to recall them when you get up before an audience? One way is to repeat them many times as a whole or unit. Don't break them down into small units and then fit the units together. Rather, at each practice period start at the beginning and go right through the entire notes. (If your material should exceed, say, fifty pages then you would have to break it up into large units. But adhere

to the "whole" whenever possible. This is a recommendation from the psychological laboratories which cannot be gainsaid.)

6. Practice at spaced intervals. "Cramming," the hurried concentrated periods of memorizing so popular before examinations, is a poor way of memorizing for keeps. If you would commit data to long memory, practice at regular intervals. Did you know that you can memorize as much as 100 per cent more by practicing for three periods of twenty minutes distributed over three days, than if you spend sixty minutes at one time? Spaced repetition is indeed valuable, because memorizing—that is, a kind of physiological "condensation"—goes on in the subconscious mind between practice periods. So space your memorizing periods, and remember "practice makes permanent."

7. Measure your progress. The reason for this is the uplift you get when you see what advances you are making. Take the simple problem: How long will it take me to memorize the alphabet backwards? Take a sheet of paper and write the alphabet backwards twelve or fifteen times or until you can do it without making an error. At each trial keep an account of the time it takes you to write it down. By the time you have it perfectly memorized you will notice how much your efficiency has increased.

If you make a game of memorizing names and faces, keep a record of the number you commit to memory after each party you attend. Before long you will see that your progress is tremendous. Some people even plot the results and keep a graph pasted to their bedroom mirror where

they can observe it each morning while dressing. It not only gives them a feeling of accomplishment but acts as a reminder to practice.

8. Make memorizing easy by working out meaningful patterns. Whatever you memorize will be made relatively simple if you rely on meaningful patterns rather than just learning by rote. Suppose, for example, you want to memorize the steamship or air routes to South America. Rather than commit them to memory by parrotlike rote, link them with names rich in Latin American history. Thereby you will kill two birds with one stone. Or suppose that you set yourself to the delightful task of memorizing Tennyson's "The Lady Of Shalott," a poem of some twenty stanzas. Be sure you have the story of the poem—the sequence of events—in the right order before you begin to memorize the words of the poem.

The great memorizers of all ages do not possess a special kind of mind; they simply use to an extraordinary degree of efficiency "meaningful learning." Thomas Babington Macaulay could never find any takers for his wager that he could repeat the New Testament word for word from memory. Darwin's prodigious memory for facts supported him in his theory of evolution. James A. Farley, who is said to be able to call 25,000 or more individuals by name, associates them in meaningful ways. The late Charles M. Schwab used to go through the home mill of Bethlehem Steel Company and call every worker by name. There were more than 2,800 workers there. He memorized them by the departments where they worked.

9. Start your self-imposed memory course with subjects that already interest you. I once knew a groom who could scarcely sign his name, yet he could tell you the ancestry of every race horse on the track, going back three or four generations on each side. A boy of twelve has much more difficulty remembering facts about the electoral college than the batting averages of his favorite baseball players. Stupendous memories are always measured by mighty interests. As you grow in memory power you find your interests developing also. One has a way of nourishing the other.

10. Believe that you can develop the memory of a "genius," and with patient practice you can do it. The memory wizard, Finkelstein, could memorize a string of twenty-four digits like 803742795360152964873291 in four and a half seconds—in about the same amount of time it takes many of us to read them. Out at Ohio State University a psychologist selected at random four students, to see whether they could develop a similar capacity. As a result of daily exercises, one of the students lowered Finkelstein's record by a half second! And the other three almost equaled it! The students were not unusually brilliant; they simply made use of the laws of memorizing we are discussing.

These ten hints, then, should help you increase (a) your visual memory and (b) your retention of verbal material.

Incidental Memory

That brings us to the third kind, *incidental memory*—the ability to recall things that you did not intend to

recall. Leaders excel in incidental memory. Evidently they find it useful in dealing with others.

Underlying incidental memory are strong curiosity and keen powers of observation. To put it differently, leaders have a deep interest in what goes on about them. That's why they *sustain their attention longer than followers*. The rich store of seemingly unrelated data which results is often useful to a leader in making conversation livelier; increases his comparisons and analogies; helps him to prove a minor point, etc.

Let's take a quiz on incidental memory to see how you make out on it.

QUIZ 9: How Is Your Incidental Memory?

Directions: Fill in the blank spaces with the best answer:

1. The mailbox slot-cover bears the words (a) push (b) pull down (c) open.
2. President Truman wears (a) rimmed glasses (b) pince-nez (c) rimless glasses.
3. The Vice-President of the United States during F.D.R.'s first term was . . . (a) John Nance Garner (b) Henry Wallace (c) Harry Truman.
4. The color of pigeons' feet is usually (a) red (b) black (c) white.
5. Horse races in the U.S. are run (a) clockwise (b) counterclockwise (c) both ways.
6. Custer's last fight was fought near (a) the Little Horn (b) the Big Horn (c) the Little Big Horn.

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7. Bows on men's hats are ordinarily worn (a) on the left side (b) on the right side (c) in the rear.

8. When Columbus discovered America his fleet was composed of three ships. One of them was named the Santa Maria; another the Pinta; and the third was the

9. Italic print (a) is vertical (b) slants to the right (c) slants to the left.

10. The last note of the "Star-Spangled Banner" is (a) the same as the first note (b) higher than the first note (c) lower than the first note.

11. Pullman berths are made up so that your head points toward which end of the train? (a) Front (b) Rear.

12. The majority of girls who wear slave anklets, put them on which ankle? (a) Right (b) Left.

13. The number of stripes in the American flag is (a) six red and seven white (b) seven red and six white (c) equal numbers of white and red.

14. The one-dollar bill in our money bears the photograph of

15. How many matches will you find in the average matchbook?

16. The symbol of Metro-Goldwyn-Mayer movies is a

17. Are most doors leading into public buildings pushed or pulled from the outside?

18. Men's coat-sleeves ordinarily have (a) 1 or 2 buttons (b) 3 or 4 buttons (c) 5 or 6 buttons.

19. The color of Li'l Abner's hair is (a) black (b) white (c) red.

20. Did President Lincoln die while he was in his first or second term of office? . . .
21. One out of every hundred persons stutters. Which stutters more often, males or females? . .
22. The color of the imprinted stamp on a government penny postcard is
23. F.D.R. was frequently photographed while smoking a (a) pipe (b) cigarette (c) cigar.
24. Stalin's moustache . . . (a) turns up (b) stands out horizontally (c) turns down.

Answers on page 282.

Make Sound Decisions

We have already discussed leaders' superiority in locating information. Obviously, decisions must rest on facts. One of the best techniques successful leaders have for arriving at sound decisions is the mental inventory. You begin by asking yourself a lot of questions. Jot down the questions as they come to mind, without any logical pattern. Suppose, for example, your club has a bank balance of some \$6,000. The members nominate you, the president, to invest it. To do a good job, you'll want to consider various possibilities. You can begin by drawing up an inventory of questions, such as the following.

Sample Mental Inventory

1. What is the purpose of investing the sum?
2. What are the advantages of depositing it in a savings bank?

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3. Should I buy several stocks in order to take advantage of the higher dividends?
4. Should I talk over the matter with an investment officer?
5. What are the various kinds of investments available?
6. What are my legal responsibilities?
7. Would the money be better invested in some altruistic cause in the community?
8. Are there members in the club who would be better qualified to invest money?
9. Should I appoint a committee to go into the matter?
10. Should I bring in several alternate plans with specific recommendations for the members to vote on?
11. Do I favor safety as a factor more than reasonable opportunity for appreciation of the principal?
12. Would I have to be bonded to be responsible?
13. If the decision is to put the money in a savings account, should the whole sum be put in one bank?
14. Will this be setting the right kind of precedent for this club?
15. Should the dues be lowered so as to avoid building up surpluses?
16. Are there any precedents in other clubs?

The next step is to classify the questions under headings. For example, you might write down "Legal Responsibilities," and then list all pertinent questions under that term. Some of the questions you will find of little use in helping you to arrive at a decision. You can cross these out. Others will be important in themselves and lead you on, by suggestion, to others. Ask as many questions as you can. Young leaders who use this method to come to

sound decisions often ask a hundred or more questions about a problem. They ask it of themselves, mind you.

Be sure to make your questions as specific as you can. My good friend, Dr. Albert Edward Wiggam, said in one of his recent syndicated columns that the great physician, General Gorgas, didn't ask himself, "What causes malaria?" nor even, "Where does the germ come from?" Such questions were too general. He asked, "Does malaria come from dampness?" "From bugs?" "From mosquitoes?" By getting the answers to such particular questions he proved that the mosquito was the villain.

Of course we can ask more questions than we can answer. That is so from the time we are three years of age. And that is how it should be. How else would we grow in information and interests? Questions are the first and most important step in solving a problem. That is why the questioning attitude is at the bottom of the ability to make sound decisions. So, don't sell that questioning attitude short.

Dr. Donald Laird tells how a young engineer, swamped by his new executive responsibilities, couldn't make decisions fast enough. His uncle advised him to use as guides four simple questions:

1. Will it make the work easier?
2. Will it lower costs?
3. Will it make work safer?
4. Will it make workers more satisfied?

These four questions soon got him on top of his job. His decisions came faster. They were better decisions. His old doubts and fears gave way to sureness and joy in his work. For is there anything better for our morale than a de-

cision that turns out right? It boosts self-esteem; makes self-confidence grow. The young engineer learned a valuable lesson: that life takes on meaning and the sense of security deepens when we base our decisions on rules or standards—or, you may call it, a way of life.

Sound Decisions Need Heart as Well as Mind

For example, a famous president of a state university keeps a framed motto hanging on the wall opposite his desk. The motto is a question: What Would Jesus Do? Before he makes a decision he asks himself that wonderful question.

The result is that he feels a high purpose—a sure direction—behind his decisions. He says that this procedure increases his sense of rightness: “The longer I use that yardstick, the less hesitation I experience in arriving at decisions.” It serves as a measuring stick he could justify in any place where men of good will might sit in judgment on him. Perhaps that is why he has survived all sorts of political pressures these many years—why both political parties respect him and his judgment.

As you grow in the experience of making decisions, you will be able to ask yourself what the pros and cons are—without jotting them down. But in the meantime, you may want to use the mental inventory—for all it is worth—to help you weigh alternate courses of action. When you have the pros and cons lined up and weighed you can arrive at your conclusion. Finally, test that conclusion against your ethics or moral principles, just as the president of the state university does.

That way you won't be afraid to make decisions. Your

periods of hesitancy and fretting will grow fewer. You will be more calm, better able to think clearly. You will work under less tension. You won't expect all your decisions to be perfect. You'll be able to take your share of errors in your stride. You'll do less worrying—and this is extremely important. For if you worry about honest mistakes, you dampen the creative fire. You then fall into the slough of indecision, and you are no better off than the most hesitant of your followers. You are worse off, as a matter of fact, because you have more responsibility than he has.

If you should discover that you are avoiding decisions—are hesitating too long—you may need a vacation. Perhaps you ought to have a physical checkup. Maybe you should have a chat with your psychologist: there may be a personal matter casting a shadow over your usual efficiency. For the leader who can no longer arrive at decisions is like an opera singer who has lost her voice; or a baseball pitcher with a broken arm.

How Lists Help You

The *list habit* is another aid to making sound decisions. The secretary of a friend of mine went on her honeymoon. As is often the case, the secretary had simplified her boss's duties. Now he was swamped with unaccustomed detail. He recalled an old habit that had helped him to the top. As a young man he made a list of things to do every morning as he rode to the office. Why not try it again? He did. It worked, as well as ever. He gave me his list for a representative morning:

1. Read the morning mail.

2. Dictate replies.
3. Telephone Judge C. to accept his invitation to lunch next Thursday.
4. Call broker at 10 o'clock to find out if he put through that open order.
5. Phone Joe Smith to ask him to play golf over the week end.
6. Write to the company's insurance broker to arrange a conference about the company's insurance needs in inflationary times.
7. Spend an hour writing the first draft of that convention speech.
8. Write a personal note of congratulation to the Mayor.
9. Send Mother her allowance.
10. Call in the department heads to get their reactions to installing electric typewriters in the home office.
11. Have the office boy bring up lunch.
12. Go over mail during lunch; and skim through *Printer's Ink* and *Sales Management*.

When you write down a list of things to do, you get a sense of achievement every time you check off one of the items. In other words, the professor of education would say you provide yourself with motivation. It's like plotting your weight every morning on a piece of graph paper tacked above the scale on the bathroom wall. As you see the weight line go down you have courage to stay on your diet. When you use a list, you don't have to trust your memory. Interruptions won't throw you off balance so readily. After you have drawn up a list you may want

to revise it hurriedly by putting first things first. You can do this quite easily, by simply numbering the items according to their importance. All this spares you tension: you don't have to wonder whether you've forgotten to do something important. And thus you deepen your feelings of assurance. Moreover, you set a good example for others. Last but not least, this list habit pays increased dividends: it steps up your efficiency in dispatching the details of daily life.

Reading Helps Leaders Grow

Is it true that business leaders do little reading beyond newspapers and whodunits? To find out, the editors of *Forbes* magazine sent a list of forty-nine classic literary titles to 100 leading corporation executives and asked them to check off those they had read either in whole or in part. The business leaders did surprisingly well. They averaged 26.4 books read. One business leader had read forty-two of the forty-nine! Here is the list; how many have you read?

Forty-Nine of the World's Greatest Books

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| 1. <i>The Bible</i> | 7. Plato's <i>Republic</i> |
| 2. Shakespeare's <i>Hamlet</i> | 8. Goethe's <i>Faust</i> |
| 3. <i>Works</i> of Aristotle | 9. <i>Confucian Classics</i> —
Confucius |
| 4. Homer's <i>Iliad</i> | 10. Milton's <i>Paradise
Lost</i> |
| 5. Darwin's <i>Origin of
Species</i> | 11. Cervantes' <i>Don Quix-
ote</i> |
| 6. Dante's <i>Divine Com-
edy</i> | |

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| 12. <i>The Koran</i> —Mohammed | 30. Mendel's <i>Principles of Heredity</i> |
| 13. Chaucer's <i>Canterbury Tales</i> | 31. <i>Arabian Nights</i> (Burton Translation) |
| 14. Newton's <i>Principia Mathematica</i> | 32. Shakespeare's <i>King Lear</i> |
| 15. Kant's <i>Critique of Pure Reason</i> | 33. Aquinas' <i>Summa Theologiae</i> |
| 16. Virgil's <i>Aeneid</i> | 34. Aeschylus' <i>Prometheus Bound</i> |
| 17. Tolstoy's <i>War and Peace</i> | 35. <i>Bhagavad-Gita</i> (Hindu Sources) |
| 18. Marx's <i>Capital</i> | 36. Calvin's <i>Institutes of the Christian Religion</i> |
| 19. Homer's <i>Odyssey</i> | 37. Rousseau's <i>Social Contract</i> |
| 20. Bunyan's <i>Pilgrim's Progress</i> | 38. Plutarch's <i>Lives</i> |
| 21. Gibbon's <i>Decline and Fall of the Roman Empire</i> | 39. Blackstone's <i>Commentaries on the Laws of England</i> |
| 22. Bacon's <i>Novum Organum</i> | 40. <i>Book of Common Prayer</i> (Ancient Service Books) |
| 23. Sophocles' <i>Oedipus Rex</i> | 41. Boswell's <i>Life of Johnson</i> |
| 24. <i>Buddhist Suttas</i> —Buddha | 42. Defoe's <i>Robinson Crusoe</i> |
| 25. Aesop's <i>Fables</i> | 43. Shakespeare's <i>Macbeth</i> |
| 26. Smith's <i>Wealth of Nations</i> | 44. Marcus Aurelius' <i>Meditations</i> |
| 27. Montaigne's <i>Essays</i> | |
| 28. Hugo's <i>Les Misérables</i> | |
| 29. Plato's <i>Phaedo</i> | |

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|--------------------------------|-----------------------------------|
| 45. Emerson's <i>Essays</i> | 48. Thucydides' <i>History of</i> |
| 46. Sophocles' <i>Antigone</i> | <i>Peloponnesian War</i> |
| 47. Shakespeare's <i>Romeo</i> | 49. Dickens' <i>David Cop-</i> |
| <i>and Juliet</i> | <i>perfield</i> |

Coronet, the monthly magazine, recently drew up a list of 300 successful leaders under forty years of age, and sent them a questionnaire. They listed the books most influential in their lives. Here they are: (1) *The Bible*; (2) *How to Win Friends and Influence People*, by Dale Carnegie; (3) *Life of Abraham Lincoln*, by Ida M. Tarbell; (4) *Think and Grow Rich*, by Napoleon Hill; (5) *Essays*, by Ralph Waldo Emerson; (6) *Dissenting Opinions of Mr. Justice Holmes*, edited by Alfred Lief; (7) *Selections from the Work of George Santayana*, edited by Irwin Edman; (8) *Connecticut Yankee*, by Wilbur L. Cross. How many of these have you read?

You may also want to check the following list of books that I have recommended to young leaders from time to time in training classes. The list grew out of their expressed needs, and is composed of one or two selections in each of several fields of wide and pertinent interest to leaders. The thumbnail evaluations may help you to decide which ones would be of most interest to you.

Administration:

Personnel Administration, Its Principles and Practice (third edition), by Ordway Tead and Henry C. Metcalf. New York, McGraw-Hill Book Company, Inc. This standard work, now in its third edition, gives a panoramic pic-

ture of the subject, including chapters devoted to: The Personnel Department, Employment Methods, Health and Safety, Education, Research, Rewards, Administrative Correlation, and Joint Relations. Useful for study and reference. Helpful in gaging a firm's personnel procedures.

Management and Morale, F. J. Roethlisberger. Cambridge, Harvard University Press. As the result of years of teaching at Harvard University and collaborative research, Professor Roethlisberger presents a valuable analysis of morale. A basic book for leaders, particularly in business and industry.

How to Supervise People, Alfred M. Cooper. New York, McGraw-Hill Book Company, Inc. Practical hints on teaching and training employees as well as hiring, reprimanding, and firing them. Practical procedures are discussed throughout.

Sharing Information with Employees, by Alexander R. Heron. Stanford University, California, Stanford University Press. The author makes the sensible point that well-informed employees are better assets than misinformed or ignorant employees. The chapters on how to use the bulletin board, house organ, manuals, pay inserts, etc., are particularly helpful.

Training Employees, by George D. Halsey. New York, Harper & Brothers. Each year American business and industry spends increasing sums on training. The reason is that it pays off, not only in dollars but in improved human relations as well. This book covers principles of training applied to office and industrial workers, retail and outside salesmen, apprentices, etc.

Principles of Employment Psychology, by H. E. Burtt. New York, Harper & Brothers. This standard work (get the revised edition of 1942) provides the business leader with an over-all picture of psychology applied to employment problems. It points out the "bogus" approaches as well as those proved to be reliable and valid.

Showmanship in Business, by Kenneth Goode and Zenn Kaufman. New York, Harper & Brothers. Salesmanship and advertising must be done well and economically to sustain most businesses today. Every business leader is thus forced to practice showmanship, in the good sense of the word. This book describes some of the techniques.

Public Relations Handbook, by Philip Lesly and others. New York, Prentice Hall, Inc. This is an excellent source, a compendium by various experts in the field of public relations, one of the most important fields for business leaders to master.

Anthropology:

Anthropology and Modern Life, by Franz Boas. New York, W. W. Norton and Company, Inc. Problems of race, nationalism, eugenics, education, and criminology are discussed by America's most distinguished anthropologist in a way that presents the layman with a clear understanding of a field of learning that has important implications particularly for the businessman and salesman as well as others.

Mirror for Man, by Clyde Kluckhohn. New York, McGraw-Hill Book Company, Inc. Professor Kluckhohn's book is easy reading because it is so well written. He points to the contributions anthropology can make

to the layman in helping him to think about national and international problems.

Art:

The Spirit and Substance of Art, by Louis Flaccus. New York, Appleton-Century-Crofts, Inc. The theory, underlying principles, and techniques of art forms are presented against a background of the world's most outstanding artists. The discerning reader will discover that much of what the author offers can be applied by the layman in furnishing an office, selecting stationery, or buying a picture for the living room. Besides, it's fascinating reading.

Crowd Psychology:

The Behavior of Crowds, by Everett Dean Martin. New York, W. W. Norton and Company, Inc. The author, a pioneer in the field of adult education and a famous conductor of forums, describes national peculiarities in the light of the "herd mind." Ably written, this book brings to the layman an understanding of how the individual must guard against some of the influences of the crowd.

Social Psychology, by Wayland F. Vaughan. New York, Odyssey Press. Here is an excellent fat book, full of valuable material on the science and art of living together.

Economics:

Economics for Everybody, from the Pyramids to the Sit-Down Strike, by Mervyn Crobaugh. New York, Wil-

liam Morrow and Company. Here in one volume is presented a bird's-eye view of what used to be known as "the dismal science." The schools and isms of economics are presented for the layman's consideration. A good book to help build economic perspective in a topsy-turvy world.

Economics in One Lesson, by Henry Hazlitt. New York, Harper & Brothers. Here is a book that tells you in simple language how impossible it is for governments to spend their way to prosperity without a day of reckoning. The author proves that prudence and thrift in monetary affairs are as necessary for governments and nations as they are for individuals—if all are to be happy.

Education:

Contemporary Education, by Paul Klapper. New York, Appleton-Century-Crofts, Inc. Because education is one of America's "big businesses," and because it plays such a significant role in all our lives, we need to understand the various philosophies and points of view at work in contemporary education. Dr. Klapper's book is an excellent and comprehensive treatment of the subject, clearly written.

English:

Modern English Usage, by H. W. Fowler. Oxford, The Clarendon Press. This is an old stand-by that deserves a place in every leader's library. It is authentic and is particularly helpful for those leaders who write.

Roget's *Thesaurus*, published by Thomas Y. Crowell

Company, New York, is also a classic. This standard work has gone through many editions and is kept up to date by one of the leading publishers of word books. It belongs next to Webster's *New International Dictionary* (or one of the other large standard dictionaries) on your desk.

The Art of Readable Writing, by Rudolph Flesch. New York, Harper & Brothers. Dr. Flesch, consultant to the Associated Press, gives the results of his researches into the psychology of making oneself understood easily. His formula for what constitutes "standard writing" should be mastered by all leaders.

The Mature Mind, by Harry A. Overstreet. New York, W. W. Norton & Company. At the present writing, Professor Overstreet's *The Mature Mind* has been leading the best-seller lists for many months. It is filling a need in these times when heavy responsibilities are crowding the individual. A worth-while book for all leaders to read and study, it should help them to have and to hold the mature mind.

The Art of Real Happiness, by Norman Vincent Peale and Smiley Blanton. New York, Prentice-Hall, Inc. An excellent book of personal help and inspiration written by a clergyman in collaboration with an eminent psychoanalyst.

English Review Grammar, by Walter K. Smart. New York, Appleton-Century-Crofts, Inc. Small, compact, this valuable little book has gone through many editions, attesting to its worth. Because Professor Smart gives so many excellent illustrations and examples, you will find this grammar easy to take.

History:

The Epic of America, by James Truslow Adams. Boston, Little, Brown and Company. A recent study conducted by *The New York Times* revealed an alarming ignorance on the part of even educated Americans about the history of their own country. Mr. Adams, who writes history like a first-rate novelist, not only presents the facts but leaves the reader with some worthy inspirations about his country.

A Study of History, by Arnold J. Toynbee. London, Oxford University Press. This European historian deals with historical laws and principles and shows the way to national survival. His dictums have a lot of bearing on the problem of war.

Human Relations:

Make the Most of Your Life, by Douglas E. Lurton. New York, McGraw-Hill Book Company, Inc. Reading this book will help anyone who needs to improve his habits of workmanship and his attitudes. That it can contribute much to salesmen is indicated by the Sales Training Publishing Company of Roslyn Heights, New York, which includes it in its recommended list. The book is especially helpful to the salesman or junior executive who has reached a "plateau" and needs an uplift.

Interviewing:

How to Interview, by Walter Van Dyck Bingham and Bruce Victor Moore. New York, Harper & Brothers. This is the standard work on interviewing for personnel

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officers. Written in textbook style, it presents experimental evidence on the science and art of interviewing. Not for pleasure, but highly recommended for instructional purposes.

Leadership:

The Art of Leadership, by Ordway Tead. New York, McGraw-Hill Book Company, Inc. Defining leadership as "the process of securing cooperation of a group working toward a goal that they accept as desirable," the author says many helpful things to the businessman and others. It is one of the few books that really get down to brass tacks in consideration of this often vague word, "leadership."

Letter writing:

The Business Letter-Writer's Manual, by Charles Edgar Buck. New York, George H. Doran and Company. This is one of the old reliables—it has already gone through six editions. Here is a veritable storehouse of *dos* and *don'ts* of letter writing in the business world. Useful for brushing up on correct practices, it is also an excellent reference work for the office library, or to give to your secretary.

Language in Thought and Action, by S. I. Hayakawa. New York, Harcourt, Brace and Company, Inc. Since words are important tools of leadership, the good leader can scarcely know enough about them. This book serves as an excellent introduction to the science of word-meaning, semantics.

People in Quandaries, by Wendell Johnson. New York, Harper & Brothers. This book on semantics shows how

men, women, and children become confused and emotionally ill through misunderstandings. A good book with a new slant on mental hygiene.

Personality Development:

How to Develop Your Personality, by Sadie Meyers Shellow. New York, Harper & Brothers. This work is not only interesting reading, but it contains helpful suggestions based on research and experiment, and has had steady sales since 1937. It describes the psychological gold-bricks as well as the scientific materials on which personality is judged and rehabilitated.

Personality, by Gordon W. Allport. New York, Henry Holt and Company. This is a scholarly book that reviews all the known experimental evidence about the human personality. It is an excellent sourcebook.

Personnel Tests:

Personnel Selection Test and Measurement Technique, by Robert L. Thorndike. New York, John Wiley. Techniques of building and evaluating a test selection program. The validity and reliability of psychological tests are discussed, along with problems involved in selecting a battery of tests. Not an easy book to read but one of the best, particularly if you face the problem of whether to use or to continue to use psychological tests in your organization.

Philosophy:

Mansions of Philosophy, by Will Durant. New York, Simon and Schuster, Inc. An able and lively presentation of a field that is often dry as dust. Philosophy is related to

a variety of human problems, such as morals, love, marriage, and the reconstruction of character. You have perhaps already read the same author's *The Story of Philosophy*, New York, Simon and Schuster.

Political Science:

History of Political Thought, by Raymond G. Gettell. New York, The Century Company. Political theories and institutions, together with the chief political thinkers, are discussed in chronological order with many incidental but penetrating observations about science, religion, and economics. A good companion volume to Crobaugh's book, mentioned in the section on Economics.

Pronunciation:

NBC Handbook of Pronunciation, published by Thomas Y. Crowell Company, is a book especially close to the writer's heart. One recommended pronunciation is given for each of more than 15,000 words, many of them common pronunciation demons. The standard is General American, the dialect (of English) spoken by the majority of Americans.

Public Speaking:

The Public Speaker's Scrapbook, by William G. Hoffman. New York, McGraw-Hill Book Company, Inc. A source book of useful and stimulating ideas for anyone preparing to make a speech. It presents a concise review of the psychology of public speaking. It offers a wealth of suggestive material in form of provocative paragraphs, specimen openings and closings, interesting illustrations, anecdotes, etc.

Public Speaking for Technical Men, by S. Marion Tucker. New York, McGraw-Hill Book Company, Inc. Here is a readable and practical book on public speaking, written especially from the viewpoint of scientists and technologists. It shows how their characteristic speech-making faults can be avoided.

How I Lifted Myself from Failure to Success in Selling, by Frank Bettger. New York, Prentice-Hall, Inc. A former professional baseball player tells how he learned by trial and error to become a star salesman. Easy to read; full of common sense.

The Five Great Rules of Selling, by Percy H. Whiting. New York, McGraw-Hill Book Company, Inc. This book can be used as a text to instruct young salesmen, or you can read it with pleasure to learn or review the basic elements of sound salesmanship.

Reading Habits:

Intelligent Reading, by Edward A. Tenny. New York, Appleton-Century-Crofts, Inc. This book teaches us how to get the most out of the printed page. Many of us fall into slovenly reading habits, losing speed and efficiency. Here is an antidote for such bad habits. By following the many valuable suggestions contained in this book, the present writer improved his own reading ability to a surprising degree. Another useful book is *How to Read Better and Faster*, by Norman Lewis. New York, The Thomas Y. Crowell Company.

Religion:

The Bible, Designed to Be Read as Living Literature, edited by Ernest Sutherland Bates. New York, Simon and

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Schuster, Inc. This is a thoroughly enjoyable book to read as literature because the contents are arranged in continuity and printed in large type. The spelling and punctuation are modernized; and prose passages are printed as prose, verse as verse, drama as drama, and letters as letters. Genealogies and repetitions are omitted, as well as the minor Epistles and similar unimportant passages. While it is not recommended as a substitute for the regular King James or Douay versions, it is an excellent work to have at hand as inspirational reading. The Bible, because it treats of all sorts of human problems, is a basic work on human relations. This edition is recommended to all those who feel a bit guilty at never having gotten around to reading the greatest of all books from cover to cover.

This Believing World, by Lewis Browne. New York, The Macmillan Company. Mr. Browne describes the origin, meaning, and development of all the important modern religions. This book helps one to become internationally minded and tolerant of religious beliefs that differ from his own.

Science:

A Short History of Science, by W. T. Sedgwick and H. W. Taylor. New York, The Macmillan Company. Because science plays such a significant role in modern life, there is every reason for the layman to study its contribution to the development of the civilization in which he lives. In this book the origin, meaning, and development of the sciences are portrayed in a way to hold your interest.

Men and Volts, by John Winthrop Hammond. Philadelphia, J. B. Lippincott Company. This generous-sized volume is jam-packed with interesting incidents in the professional lives of the great inventors and business leaders who made the age of electricity possible. Valuable in presenting the layman with an understanding of the principles of electricity applied to modern mechanical devices.

Self-Analysis:

The Use of the Self, by F. Matthias Alexander. New York, E. P. Dutton & Co. This is a small book of great merit because the author describes how he worked out, over a period of years, a method whereby he transformed himself. If good human relations in selling are to begin with the individual salesman, then this book may be invaluable to him in seeking a keener insight into what he can do for himself through self-study. With some intelligent probing, each one of us can do much to aid our growth.

About Ourselves, by Harry A. Overstreet. New York, W. W. Norton and Company, Inc. Written in a delightful style, this book presents the fundamentals of personal psychology for the layman. It discusses the common mechanisms of mental and emotional life and helps the reader to appreciate why he behaves as he does.

Sleep:

How to Sleep, by James Bender. New York, Coward-McCann, Inc. The author reviews all the experimental evidence about sleep and shows you how to improve your

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sleeping habits. Chapters on relaxation and insomnia have particular significance to the business leader. It contains more than a dozen quizzes and inventories to help you analyze your sleep, etc.

Speech:

Voice and Diction, by V. A. Fields and J. F. Bender. New York, The Macmillan Company. More than 250 drills and exercises for the betterment of voice and diction are given. It is designed to help adults who wish to speak more clearly and pleasantly, and can be used alone or with a teacher.

Study Habits:

How to Use Your Mind, by Harry Dexter Kitson. Philadelphia, J. B. Lippincott Company. Written as a text for college students some years ago, this book is also useful to other mature readers who wish to learn or review the laws and techniques of efficient study habits. These days, when the pressures of job and world events make the saving of time a necessity, this book can be read with profit. Once its principles have been applied, more time is available for other things besides studying.

If you are intent on streamlining your mind, you may want to add to your library books like those suggested. But you ought to look them over as you browse in your book shop before you buy them, to be sure of selecting those with special bearing on your interests and problems.

Chapter Three

BE A PLEASANT BOSS

Just before General H. H. ("Hap") Arnold flew to the Southwest Pacific in 1942, he called on his old friend and superior officer, General George Catlett Marshall. Said General Marshall, "I'd like to make three suggestions about carrying out your responsibilities of leadership out there:

1. Listen to the other fellow's story.
2. Don't get mad.
3. Let the other fellow tell his story first."

General Arnold in his book, *Global Mission*, attributes the high morale of the air force in World War II to his endeavor to follow General Marshall's advice, and to the readiness of the other officers to do likewise. However, I suspect that General Arnold was always pleasant to work for. I suspect he had practiced such amenities as General Marshall suggested all his life. For General Arnold's popularity was always great.

How different from a belligerent old fool's advice to a young officer: "Young man, if your subordinates don't respect you, scare them to death!" Yes, the Marshall-Arnold Plan of human relations is much better. It allows

the leader to rise to the top on the pleasant swell of popularity.

Courtesy's Rewards

It all adds up to courtesy. When Zachariah Fox, the great merchant of Liverpool, was asked how he made such a large fortune as he possessed, he said: "Friend, by one article alone, and in which you too can deal if you want to,—it is courtesy."

Courtesy in offering a seat on a train to an official of an oil company launched Michael L. Benedum on his fabulous career as a leader in the oil industry. One of America's fifteen wealthiest men, he is little known outside the oil industry and his home town, Pittsburgh, because of his modesty. Past eighty, he is still active as a "wild-catter." "Mike" Benedum is as democratic and obliging to the cabby or cleaning woman as he is to kings. Kings, by the way, hunt him out to develop the oil industry of their countries. The kindly impulse that prompted him to give up his seat to an older person has paid handsome dividends indeed. And Michael L. Benedum has continued to be courteous and considerate of the feelings of others throughout his long life.

Leaders' 12 Favorite Quotations about Courtesy

Over the past few years I have jotted down a long list of famous sayings about courtesy. I've given the list to leaders and asked them to check off those they like best. Here is a list of the twelve most frequently checked:

1. "Courtesy is contagious. Let's start an epidemic."—*Subway Sun*

2. "The small courtesies sweeten life; the greater ennoble it."—Bovee

3. "Courtesy is like an air-cushion. There may be nothing in it, but it eases our jolts wonderfully."—Johnson

4. "Courtesy is to do and say the kindest things in the kindest way."—Dr. V. A. Fields

5. "Courtesy simply consists in treating others just as you love to be treated yourself."—Lord Chesterfield

6. "As charity covers a multitude of sins before God so does courtesy before men."—Lord Brooke

7. "When my friends are blind in one eye, I look at them in profile. This to me is only courtesy."—Joubert

8. "As the sword of the best-tempered metal is the most flexible; so the truly generous are the most pliant and courteous in their behavior to their inferiors."—Fuller

9. "A gentleman is one who does not knowingly inflict pain."—Cardinal Newman

10. "When thou art saluted with a salutation, salute the person with a better salutation, or at least return the same, for God taketh account of all things."—*The Koran*

11. "There is a courtesy of the heart; it is allied to love. From it springs the purest courtesy in the outward behavior."—Goethe

12. "Great talents, such as honor, virtue, learning, and parts, are above the generality of the world, who neither possess them themselves, nor judge of them rightly in others. But all people are judges of the lesser talents such as civility, affability, and courtesy and because they feel the good effects of them, as making society easy and pleasing."—Lord Chesterfield

Eleanor Roosevelt says the key to courtesy is kindness. "If you mean to be kind, your manners will nearly always take care of themselves," she says. She likes to remember what Ralph Waldo Emerson said about manners: "Manners are the happy ways of doing things: each one a stroke of genius or of love, now repeated and hardened into usage." She likes the quotation because, as she points out, during all of our lives most of us have been taught manners. And for a purpose. The wisdom of the ages tells us that manners lubricate the daily contacts of life. They keep things running smoothly. If you have good manners; if you have the urge to be courteous, you can often say and do things you could not possibly get away with if you said or did them without grace. That is why leaders mind their manners—lest they mar their fortune.

Eight Guide Posts to Courtesy

I like to think of eight building blocks of courtesy for leaders:

- C* stands for the *courage* to be kind when things go wrong.
- O* stands for the *other* fellow's point of view, to keep in mind.
- U* stands for the *urgency* to say and do pleasant things.
- R* stands for *rules* of conduct that make us pleasant to be with.
- T* stands for *temper*, to be held in check.
- E* stands for *everyone*, to be treated politely.
- S* stands for *sincerity*—of smile, handclasp, word, that help so much.
- Y* stands for *you* (and me) whose duty is to deal with others as we wish to be dealt with.

Courtesy is only one of more than 17,000 traits of temperament. At least you can count that many trait names in Webster's *New International Dictionary*. Of course many of them overlap; for example, cheerfulness and lightheartedness. When you try to differentiate some of them you get lost in the mists of semantics.

Your Personality Is a Triangle

Let's compare the leader's personality to an isosceles triangle. One side is the body: bones, flesh, blood, nerves, glands, posture—all the things that make up physique and appearance. In other words, the physical "I."

Another side of the triangle is the mind with its complicated processes of memorizing, reasoning, spelling, comprehension, and many others. The third side is temperament, including moods and emotions, and also attitudes.

All three sides are, of course, interdependent. Every time you speak, all three get busy. For example, when you say the simple word "well," you move parts of your body; you use your mind; you reveal a mood. For the human voice never lacks feeling; neither does a gesture nor a posture.

You know very well what a vastly complicated engine the human body is. It makes a cyclotron look like a toy by comparison. The human body has a self-sustaining heating system, nerve network, talking machine, air-conditioning unit, canals, glands galore, and so on. Although it still holds many a mystery for the physiologist,

the body's functions are easier to understand than the way in which the mind works. Temperament, the psychologists tell us, is even more perplexing to fathom. At least we know less about measuring temperament than about measuring body or mind.

The psychologists and their colleagues can do a fairly objective job of measuring physique type. They can also tell you how many red corpuscles you have, and how fast currents travel over your nerve system. They measure the electrical impulses given off by the brain—"brain waves"—and the like. They classify your head shape, give you a cephalic index. Different psychologists, using the same gages on the same body and head, will come up with like results. For in matters of anatomy and physiology the measuring sticks and standards are definite and precise.

The psychologist also does a fairly nice job when he measures certain mental aspects of your personality. He has vocabulary tests, tests of reasoning ability, tests of memorizing and recall. He can tell you whether your silent reading ability is efficient, how quick your word associations are, and many other things. In addition, he has all those aptitude tests we talked about in Chapter One. He may have close to 1,000 of these published tests of mental abilities at his command, for children and adults. Each of the tests has its norms and usually a number of studies based on it.

Whatever Joe Doakes's body build and I.Q. are, tomorrow morning he may wake up depressed. Apparently he can't find a reason for this mood; neither can his

psychologist. But a vague uneasiness is within him. If Joe is the roly-poly type, his depressed mood will pass more quickly than if he had a string-bean body build. (We'll discuss these physique types and what they mean to leaders in a later chapter.) But the fact remains, his mood is hard to measure.

The Dynamo in Your Throat

You can explain many of Joe's moods and your own by the action of the thyroid gland, that powerful dynamo in the throat. Its two lobes are thrown across the Adam's apple like saddlebags, and it has cycles of activity. Although it continuously secretes necessary hormones in the normal healthy person, its activity is greater at regular intervals. Psychologists believe that this periodic hyperactivity is chiefly responsible for the mood swings all of us experience every four to nine weeks. Our periods of optimism and great energy wax and wane in a rhythm; and so do our moods of depression and periods of low activity.

Moods in Your Life

If you are a married man, you know that your wife is sometimes up in the clouds. She takes the housework in her stride. She smiles even when you keep her waiting for dinner. Petty annoyances don't throw her off balance. Then, at other times, you just can't seem to please her, try as you will. And she knows that you have your moody spells too. That's why she waits for the right time

to spring the suggestion of a new fur coat. She knows when to avoid an argument; when a compliment pays unusual dividends. The thyroid is in back of these rather wide temperament changes.

If you are a close observer of people, you know that some of your associates are more even of temperament than others. A few may be wholly unpredictable: they'll halloo at you from a distance on certain days; a week later they'll avoid your friendly glance. Your secretary may get out twice as many letters when her mood is on the upswing as she does when it coasts downhill.

Dr. Rexford B. Hersey of the University of Pennsylvania studied a large group of workers for more than a year. He found all of them subject to mood swings. Of course, they varied from one another in the frequency and duration of their ups and downs. The majority went from high to low and back to high again once every four weeks.

From Dr. Hersey's careful studies and results, we can draw ten conclusions that leaders ought to bear in mind.

Ten Things to Remember about Moods

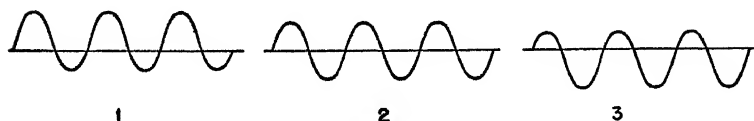
1. When your mood is at high peak, when you feel that now is the best time of life and the world looks rosy, you are about to enter the down phase.
2. When your outlook is most bleak, your doubts thickest, your creative abilities at low ebb—that's when the upswing begins.
3. When you are "on top," bad news has very little effect upon you. You then worry little, if at all. You see a

way out of your problems. You are full of energy; your plans have all sorts of possibilities.

4. When you're in a low period, fortune may smile and still leave you depressed. Your outlook is gloomy. You are overpessimistic about the future and your place in it.

5. Your mood cycle is established early in life and becomes set during adolescence. It changes very little after that unless you do something about it.

6. Three types of mood swings are commonest, although the mood swings of different individuals vary widely. Here are the three types:



7. You can do a fairly accurate job of plotting your own mood cycles. Here's how to do it. Use the graph sheet on page 86. At the same hour every day—say, eleven o'clock in the morning—put an *x* opposite the word that best describes your mood. Do this every day for three months. At the end of the three months, connect all the check marks with a continuous line. The result will be waves that describe your big shifts in mood. Notice how often crests alternate with troughs. You will then know how often to expect the recurrent, big shifts in your moods.

8. If you wish to deal sympathetically with those around you—at home or on the job—you can also plot their mood swings in a similar way. Of course, you won't let them know what you are about. Although the results won't be as satisfactory as in the case of your own self-

colored by exuberance or despair. For our moods affect our judgments. When you are down, why not do simple, routine things—things that don't take too much effort but give you the sense of achievement, nevertheless? Put off the hard tasks whenever possible, to the days of your greatest energy. When you are way up on top, suggest to yourself also that now is a good time to check, rather than give free rein to, your enthusiasms. When you are way down, consciously seek buoyant companions, happy surroundings. All this helps to counteract your gloom; helps also to increase your efficiency and happiness. It puts you on the side of Aristotle, who preached that "the best way is between extremes." For here is where life is led at a mature and also at an intelligent level.

Of course, if you know when to expect the big mood shifts in your associates, you will practice intelligent kindness. You will not be harsh about their mistakes in their periods of depression. You will be generous with words of praise and encouragement. You will give easy assignments, and defer the tough ones for those days just around the corner. You will be on the lookout for any gross change in their moods—any prolonged depression—and take steps to help.

Not long ago a \$50,000-a-year executive went with one of his employees to consult a psychologist. The executive said, "Brown, here, has been with our company for fifteen years. Until recently he's always given faithful and valuable service. But within the past few months, he's made some bad blunders. He seems worried and distracted.

He impresses me and others with an 'I-don't-give-a-hang' attitude. In short, he isn't himself. Now what can we do about it? He's too good a man to fire if we can get him back on the track."

Brown, the psychologist discovered, was deeply concerned about his only child, a little girl of six. She was failing in school. Her classmates taunted her. She couldn't learn to read. The psychologist gave her an examination and found she was suffering from *congenital word blindness*, a fairly common disorder among youngsters forced to learn to read before they are ready. She couldn't learn to read by the usual class methods.

Provided with specialized training, she did learn to read. She became a happy child. Brown's anxiety disappeared, and he was a valuable employee once again. Worry and bungling gave way to the old efficiency.

There are two observations for leaders about this case. Countless instances of slovenly work and rapid labor turnover exist, simply because distressed workers have no one to turn to for competent guidance. Yet freedom from great worry is basic to job happiness.

The Leader as Hero

The other observation is this: Here was a leader who was busy, but not too busy to invest some real interest in a personal problem of one of his men. He could have called him in, patted him on the back, and said, "Buck up, old man, or else"; and let it go at that. But being wise, he practiced *intelligent kindness*. He directed his

sympathy to a solution. That is why perhaps, he is such a successful leader in the business community. Like Henry Kaiser, he believes that "men's hearts must be right" before they can give their best. The good executive practices one of the basic principles of good human relations—intelligent kindness. He accents *intelligence* in dealing with others.

To practice intelligent kindness, one needs to be reasonably intelligent and deeply kind. Perhaps "intelligent kindness" is a redundancy because intelligence (but not intellectuality, necessarily) involves kindness. The ancient Hindu philosopher talked about "old souls," men and women of deeper insight than the run-of-the-mill. They are what American psychologists call "the extremely well-adjusted," the kind we need to lead us in our many activities. For when a leader lives up to his capacities, he recognizes his heavy responsibility to further deeds and thoughts of good will wherever his influence goes.

Here is a measure of personal adjustment in the form of a short, self-directed questionnaire.

QUIZ 10: Personal Adjustment Inventory

Directions: Read each of the twenty questions below and indicate your immediate response by circling the number in the column that most reasonably answers the question. *Cannot decide* means that you can't answer either *yes* or *no*. Don't use *Cannot decide* as an easy escape from a frank decision.

	<i>Yes</i>	<i>No</i>	<i>Cannot decide</i>
1. If I find myself losing an argument, do I resort to sarcasm or name-calling?	15	0	5
2. Do I enjoy this business of living?	0	15	5
3. Do I feel guilty much of the time for things I do or say?	15	0	5
4. Do I enjoy my meals?	0	15	5
5. Do I get secret satisfaction at times from hurting those I love?	15	0	5
6. Are there times when I feel that I am losing my mind?	15	0	5
7. Do I think of things too bad to talk about?	15	0	5
8. Do I sometimes plan to get even with those who treat me unfairly?	15	0	5
9. Am I satisfied with my attitudes toward sex?	0	15	5
10. Does my future seem quite hopeless to me?	15	0	5
11. Am I troubled with disturbing dreams?	15	0	5
12. Do I know what I want out of life?	0	15	5
13. Does some useless thought continue to run through my mind at night so that I can't fall off to sleep?	15	0	5
14. Do I have more trouble than most of the people I know in getting along well with others?	15	0	5

	Yes	No	Cannot decide
15. Do I enjoy my work?	0	15	5
16. Do I feel lonely, even when in the company of others?	15	0	5
17. Do I drink too much?	15	0	5
18. Am I subject to groundless fears?	15	0	5
19. Do I live within my means?	0	15	5
20. Do I have uncontrollable out- bursts of temper at times?	15	0	5

Total

The lower the score, the better. This questionnaire was given to two groups of executives. One hundred of them filled it out shortly after losing their positions in the business world. Their average score was 125. The other group, made up of 100 successful executives made an average score of 35. If you feel that your score is too high, you may wish to talk over the results with a psychologist or psychiatrist. He will then be able to tell you whether you have answered the questions realistically.

Just as admirable leaders practice intelligent kindness, so do they present a picture of assurance—of high confidence in self—to their followers. Successful leaders know that their actions and attitudes are contagious.

Great Expectations Are Justified

Did you know that impatient workers have wavering leaders—supervisors who hem and haw? Study employ-

ees who don't persevere on the job and you soon find the bottom cause: too many unnecessary checks on them. Or review the history of firms hiring secretaries on an opportunistic basis; firms that pay this one five dollars more per week than that one for the same work and length of service. You uncover much justifiable resentment. Instances like these all reflect leaders' attitudes and policies.

One of New York's largest life insurance companies always made junior executives—actuarial assistants, statisticians, cost accountants, and others—"sign the book," until just recently. No one could remember when tardiness wasn't the sharpest thorn the personnel manager sat on. Those who arrived on time stayed away from their desks until the stroke of nine. The late-comers were called on the carpet. All of them resented the distrust inherent in the rule to sign the book.

Last year the president abolished the rule. Presto, some remarkable changes. The junior executives now work early and late. Some of them still come in a few minutes late, but the total expenditure of time on the job has increased more than 10 per cent! Morale is on the upswing. There's more pride in work; more sense of "my" job. Valuable suggestions now come in, reflecting interest in the firm's welfare. My friend, the personnel director, says: "Treating them like mature, responsible men and women actually matured them and made them more responsible."

Doesn't this all prove that *human nature rises to great expectations*? And the great expectations, of course, must spring from leaders.

Leaders Have a Lot of Empathy

Have you come across the word *empathy* in your serious reading? Psychologists use empathy to mean, "Imaginative projection of one's own consciousness into another being." It's the kind of thing that makes you lean back when you see someone too close to a precipice; or scrootch up and become tense to help a pole vaulter over that top inch.

If you intensely enjoy the movies, television programs of the dramatic kind, and the theater, you probably have a high development of empathy in your temperament. For you have the capacity to identify yourself with the hopes and fears, the joys and worries, the success and failure of the hero and heroine. You can "feel yourself into" the attitudes of others.

I have asked wives of leaders—usually at dinners or parties—to tell me confidentially whether their husbands sniffle a bit at a tragic movie; whether they let a tear drop at a sentimental passage. Invariably the wife says, "Yes, he does; but don't you dare tell him I said so." You can appreciate how this tenderness pays dividends in good human relationships. (Mind you, the leaders will always disagree with their wives; for it isn't "manly" to be visibly affected.) It means the leader is sensitive to the emotions and problems others face. It doesn't mean necessarily that he is foolishly sentimental, nor maudlin. In short, empathy in a leader means he can (and usually does) look steadily on life through his followers' eyes.

Can one develop greater empathy? Yes, for once he

understands what it is, how much it contributes to successful living and good leadership, he can practice the rules to develop it. You can put these down in the form of commandments.

Ten Commandments for the Leader

1. Never criticize anyone before others.
2. Put spoken directions in the form of attractive questions whenever possible.
3. Train your facial muscles to respond in sympathy to those who speak with you.
4. Avoid tense, military postures; let your relaxation be contagious, particularly when you chat with subordinates.
5. Say to yourself many times a day: "I love people; want to see them happy and successful."
6. Remember the days when you were on the way up from the bottom rungs of the ladder, and the problems you faced then.
7. Keep in close touch with your followers and their welfare—on and off the job.
8. Be available; don't hide behind your secretary's skirts.
9. Stand in the other fellow's shoes; imagine him in your place.
10. Ask for guidance and growth and the capacity to understand yourself and others.

Yes, the wish to understand yourself and to understand others—the first leads to the second. You may say, isn't

this the mental side of the isosceles triangle? Of course, understanding depends on thinking as well as temperament. We can agree to call it an attitude more than anything else.

Study to Be Quiet

Since leaders are so often extroverts—since their drives and interests turn outward—they need, as a group, to remind themselves that values come from introspection or self-analysis. Two such values tower above the others: (1) self-analysis insures *personal growth*; (2) self-analysis develops *insight* into why others do the things they do. The extroverted leader is often too busy building his fences, overextending his energies, spreading himself thin, to stay still for a spell each day to introspect. But once he sets the habit, he reaps big profits from it.

He usually begins in this way:

1. He gets away in a quiet corner ten or fifteen minutes a day.
2. He chooses a place where he can be alone, undisturbed.
3. He sits comfortably, as relaxed, as sprawled out, as he pleases.
4. He closes his eyes.
5. He breathes deeply and regularly and gives himself over to the thought: "How nice it is to be alone and quiet!"
6. Then he asks himself questions, such as:
 - a. What am I working for or toward?
 - b. Am I contented with my objectives? Are they really worth while?

- c. Am I becoming testy when things don't go right?
- d. Am I developing nervous mannerisms? (He may have to ask his wife this one.)
- e. Am I committing too many bungling acts?
- f. Are my slips of the tongue more numerous than they used to be?

To make sure we understand each other, let me define the terms: nervous mannerisms, bungling acts, slips of the tongue.

Three Taboos for Leaders

Nervous mannerisms are twitchings, muscular spasms, scratching, swayings—and the like—that can't be traced to physical disease. You see them in men and women who aren't composed. More or less oblivious to their nervous mannerisms, they make you, as their observer, uncomfortable. Many, children especially, find nervous mannerisms contagious.

Billy, six years old, came home blinking his eyes. It happened on his first day at school. When his mother scolded him about it he said, "But Mommie, I can't stop blinking." Mommie then hurried to knock on the psychologist's door, told him excitedly all about it, and asked, "What shall I do?"

He advised her not to be alarmed, and certainly not to dramatize the condition or nag Billy for something he couldn't control. He advised: "Put him to bed, read to him, reassure him that you love him. Then call me tomorrow morning." Next morning Billy's mother phoned the good news that Billy was all right. He ate his breakfast—and no blinks.

But that night the mother pounded on the psychologist's door again: "He's doing it again! He's doing it again! What am I going to do now?"

"Have you ever met his teacher?" asked the psychologist.

"No," she said, "my husband drives the youngsters to school, and I've been too busy to visit the teacher."

The psychologist now advised her to have a chat with Billy's teacher to see if something in the classroom was troubling the boy.

That night the mother knocked on the psychologist's door for the third time. And she herself was blinking. The teacher, of course, had spread her nervous mannerism—blinking.

The interesting thing about these nervous mannerisms is that you can't trace them to any physical disease. They usually spring from conflict. Many a secretary complains that her boss is hard to work for, simply because of his nervous mannerisms. She likes him, is grateful for his kindness and generosity, but his mannerisms give her the jitters.

But what about bungling acts? A friend of mine teaches psychology. Occasionally one of his students apologizes for forgetting his homework. No matter how brightly the sun shines on such a day, it goes behind a psychological cloud for the instructor. For he knows that forgetting can be just as dynamic, just as purposeful, as memorizing. He knows the boy is telling the truth—that he did his homework but forgot it. But why?

"Maybe," he says, "I fail to make the subject of psychology interesting, and the boy protests that way." His

forgetting may then be an unpremeditated way of getting even. Maybe he doesn't like his instructor. The student, like almost all of us, has reason at times to recite:

I do not love thee, Dr. Fell,
The reason why, I cannot tell;
But this alone I know full well,
I do not love thee, Dr. Fell.

Other possibilities occur to the instructor. But the fact remains that the forgetting business is always significant. For modern psychology teaches us that human behavior is always motivated: the things we do just don't happen without cause.

If your workers commit many bungling acts—that is, if they are late too often, if their accident rate is high, if they lose tools or misplace them—you have pretty good evidence that they are disturbed.

If you and I lock ourselves out of office or home, we may do so because we are not wholehearted in wanting to enter the office or home; we resort to a bungling act. Housewives who too often cut fingers, burn hands, drop dishes, betray tension or dislike for their tasks. Much real illness—not feigned—you can put with bungling acts also. Psychiatrists today say that aches and pains, many of them, offer a way to escape responsibility. People who can't hear alarm clocks, when nothing is wrong with their hearing, are committing bungling acts. The list is endless.

And so it is with slips of the tongue. A business leader told me that he had sent a young man through college, paying all his expenses. Just recently the young fellow

phoned to say he had married, and would like to bring his bride to meet his benefactor.

"When they came into my office, I got up and extended my arms in welcome to his wife and said, 'Congratulations, my dear, on your funeral!' Why did I say that? It just popped out. I meant to say *marriage*, not *funeral*."

I asked him whether his own marriage was a success. "Oh!" he said, "I divorced that woman almost forty years ago!" Evidently, he associated marriage with unhappiness, at least subconsciously, and under the stress of excitement, "funeral" slipped out.

All of us experience slips of the tongue at times. Every one of us commits an occasional bungling act. We become tense for longer or shorter periods. These are all normal so long as they don't interfere with our work and play; so long as they don't ruin our human relations. But if they suddenly increase in number; if they betray themselves only in certain places, with certain people, then all may not be well with us. For most psychologists trace nervous mannerisms, bungling acts, and slips of the tongue to conflict between conscious and subconscious wishes.

For example, you head for your deserted office on a Saturday morning with the sincere (conscious) wish to clean up the work on your desk. When you get there, you find you left your keys at home and can't get in. Your subconscious wish to loaf on Saturday is evidently opposed to, and evidently more powerful than, your good intentions. Once you accept this logical enough explanation, you learn to laugh at your occasional bungling

acts because you understand yourself and your opposing drives.

However, if they persist in embarrassing you, and you can't explain them, then you take them to a psychologist for interpretation. For once you know their cause, your understanding of yourself and others grows. Such knowledge is, of course, extremely useful to the leader. He uses it to understand the "mistakes" and tensions of others. When the signs of conflict appear in a follower, the leader does something directly to make him a happier and therefore more valuable member of his group.

The leader, because he is ordinarily an extrovert, needs to be particularly well versed in the temperament pattern of the introvert. Being opposites in so many characteristics, introverts and extroverts often misunderstand each other too easily. Here is a list of the common traits of the introvert. (Stated negatively, they can be used to describe the extrovert.)

Thirty Marks of the Introvert

1. Feels hurt easily; is especially sensitive about remarks or actions that have reference to himself.
2. Limits his acquaintances to a select few.
3. Worries a lot over possible trouble.
4. Is often suspicious of people who do nice things for others.
5. Resorts to self-pity when things go wrong.
6. Gets rattled in moments of stress or excitement.
7. Is retiring at social events; keeps in the background.

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8. Is rather critical of the way others do things.
9. Prefers to work alone, rather than with others.
10. Tends to be painstaking about his desk; is very neat about his clothes.
11. Tends to be self-conscious; blushes; stammers.
12. Expresses himself better in writing than by talking.
13. Gives serious attention to rumors.
14. Is negative toward orders and discipline.
15. Talks to himself when alone.
16. Is inhibited in his contacts with the opposite sex.
17. Hesitates to accept or offer aid; likes to work things out "on his own."
18. Doesn't like to speak from a platform or before a group.
19. Daydreams more than he should.
20. Avoids actions that require initiative and quick decision.
21. Prefers reading about a thing to experiencing it.
22. Tends to be radical; wants to change his environment rather than adjust to it.
23. Is very careful about the friendships he makes, and must know a person a long time and rather thoroughly before he calls him a friend.
24. Says what he thinks rather bluntly; has little use for "diplomats."
25. Avoids persuasion. Doesn't like to "sell" anyone.
26. Responds strongly to praise; remembers it for a long time.
27. Prefers a game of chess to a game of poker.
28. Indulges in introspection, perhaps too much.

29. Finds it difficult to pay compliments.
30. Is inhibited in social intercourse.

Understanding ourselves and our opposites in temperament certainly makes for better human relations. And is there anything more urgent? Alvin E. Dodd, recently president of the American Management Association, declared: "Human relations are as important to business as machines, salesmen, or markets." And business leaders are waking up amazingly well to this fact. They are installing psychologists to train employees to get along well with one another. They are making astute use of bulletin boards, house publications, training courses, factory visits by the families of the employees, messages to the community, and other activities. For they know of no contribution more valuable to the democratic way of life and prosperity than teaching employees and supervisors to be pleasant to work with.

Two Kinds of Loyalty

What other traits of temperament do successful leaders have to an extraordinary degree? We must not omit loyalty. Josiah Royce, famous professor of philosophy at Harvard University, used to say there are two kinds of loyalty. One is devotion to great causes. The patriot who bravely dies for his country exemplifies this kind of loyalty.

The other kind isn't so exciting, yet takes a lot of character to see it through. In a way it is the more important. The hundreds of faithful duties that we must do every day are eloquent examples of—shall we call it

pedestrian?—loyalty. It makes the world go round. It's the lifeblood of teamwork. Such loyalty covers duty, promptness, keeping one's promises, steadfastness in adversity, humbleness of spirit.

Leaders get to the top because they have great capacity for loyalty. They stay on top by continuing to be loyal. Many a young man begins his ascent to leadership by being loyal to a leader of his choice. The young fellow hangs on to the leader's coattails through thick and thin.

For example, twenty years ago a young psychologist read in *The New York Times* that a famous professor of child guidance was establishing a clinic. The young man hoped to be a leader in the child guidance field. He wrote the professor and asked for an appointment. He told of his hopes and ambition. The professor invited him to be his assistant. From there on, the road was fairly smooth. For throughout the twenty years he had the guidance and sponsorship of the professor—and he eventually stepped into his place.

Or take the instance of the editor-in-chief of a group of magazines. His high sense of loyalty bound his department heads to him with hoops of steel. So that when a wealthy woman bought controlling interest of the firm and placed her son-in-law in the editorship, all the department heads resigned to show their loyalty to their old chief. His eminence was so high that when he joined another firm, he specified good jobs for "his boys." Loyalty paid off.

You cannot of course always select a job that permits you to serve the leader of your choice. But you can try. For when you work under a loyal leader you have a sense of security that makes you unusually happy and

productive in your work. That's why "Pick the right boss" is good advice.

The Lengthened Shadow

Have you ever been in a group that fell to talking about someone behind his back? And have you noticed that the man who wouldn't take part in the gossip always had your respect? The reason: he was loyal to the absent one. You felt, in such cases, that the whole group paid tacit respect to him.

Occasionally you meet a business leader—he is ordinarily insecure emotionally—who falls into the habit of saying unkind things about one subordinate to another subordinate. It's hard on morale, of course, because you never know when such a chief may say something about you in your absence. The point here is that the loyalties the leader practices or fails to practice are under steady surveillance. The wise leader therefore makes them worthy of imitation. The prompt leader, the neat leader, the persevering leader, the leader who keeps his promises and does his best to be just, practices the kind of loyalties he may expect his followers to practice also. This leads us to see the truth in the old adage that "An institution is but the lengthened shadow of its leader."

But if he does one thing and preaches another, morale goes down. The good leader, because of his admirable temperament, binds himself to those ideals and actions that make him a pleasure to work for and with. That is how he is the hope of that better world we must build now, before it is too late.

Chapter Four

GROW AS A SPEAKER

Can you stir an audience? Persuade them to go your way? If you can, you have a heavy responsibility. For your ability to play upon human emotions must be directed toward worthy goals, to justify the good meaning of leadership. You will use your eloquence, therefore, only in a positive and never in a negative way. You will urge your followers to work in harmony—to think more often about things of the spirit—to be more thoughtful of others—to make the most of their abilities.

On the other hand, if you do not possess the power to sway an audience, you will want to work hard to become a persuasive speaker. For the higher you go, the more often you will be called upon to make formal speeches, especially speeches of inspiration. Indeed, in the world of work, the inspirational type of speech is expected of the leader. He finds it a useful way to crystallize the thinking of his group. He discovers that inspiration moves men in the way they should go.

Philip Hofmann, vice-chairman of the Board of Johnson & Johnson, speaks at the annual dinners that end his company's training courses. Each year the sales repre-

sentatives of Johnson & Johnson and its affiliated companies take refresher courses. The dinner is a festive occasion, a kind of graduation ceremony. Philip Hofmann brings the dinner program to a close with a short inspirational speech. Experience proves it is helpful to do so—helpful to the men as well as to the company.

The men now have their training. The next step is to help them realize how they can benefit themselves, their company, and the community by using their training to the utmost. They have climbed the slope. He gives them the push for the winning ski jump.

Recently, Philip Hofmann addressed them in this way:

Today a certain group of you will be designated as champions, and now might be an appropriate time for all of us to take a look-see at what constitutes a champion, because it seems to me pretty fundamental.

A champion is someone who excels at something; that is what most people consider a champion. But let's look behind the scenes a little bit and see what constitutes a champion. It seems to me the difference between a champion and an average performer is very slight. For example: In track, a champion is a champion because he can run a given distance in a fraction of a second less than anybody else. Championship in golf may be one or two strokes on an 18-hole course.

Or, let's take a look at the New York Yankees: Many of you here are very much interested in baseball and you may have wondered why the New York Yankees are called "The Champs." Also, why they have won more world series pennants than any other major-league team. It's rather simple. They manage to win just a few more games than any other team. They usually manage to win these games by one or two more runs. Their victories are seldom overwhelming.

When they need a game they get it more often than they lose it. In other words, they are always a little bit better than a whole lot; just a little bit. And that little bit is enough to make them champions.

Or take the Notre Dame football team. Over the past years they have built up a reputation as champions. They play the toughest schedule, and they win most of their games. Occasionally they win a game by a big score, but usually they win a game by a couple of touchdowns, or one touchdown or a field goal—but they always win the game. Championship pays off! Indisputably, the average individual, the average football player, the average golfer, the average trackman is seldom heard of; they are soon forgotten. But the Gil Dodds, the Babe Ruths, the “Four Horsemen” of Notre Dame, live forever!

Now, why all this furor about championship? Why is it important? What good does it do? Is it a waste of time? No, I don't think so, because a person, a family, a nation, and a world depend upon the leadership they receive. If that leadership is good they prosper—whether it be a family, a nation, or the world. Each year we celebrate holidays commemorating great leaders such as George Washington and others like him.

Each year at Christmas, we celebrate the birth of one of the greatest leaders the world has ever seen—The Leader who, I remind you, was born in a stable, who died in His early thirties, and who left an impact on this world equal to none.

We here in this room are on the threshold of great developments. Some of us in this room saw the beginnings of such things as applied electricity, airplanes, radio, and television. The world never stands still. It always grows. It will continue to grow. Greater developments will come out of it.

Who knows what benefits to mankind will come out of the

discoveries based on the invention of the atomic and hydrogen bombs? The decisions to be made concerning these things of the future—I know not what they will be—will to some extent rest with some of us in this room.

The world desperately needs champions; the world desperately needs leaders—more leadership. Only you and the thousands like you can supply this. Hard work, intelligence, sincerity of purpose, and the continuance of your own personal improvement as long as you live—these and these alone will provide the leadership. No one else can do it. It is yours, and you yourself control your own destiny.

So, in conclusion, remember that it is that little extra effort on your part, on your part alone, that creates champions as well as gives you the key to the thing that separates success from failure!

Please notice that Philip Hofmann's speech lacks bombast. It's conversational in style. He doesn't do any "cuff shooting." You are impressed by his simple language, by his sincerity. He gets your attention with his opening sentence: he says that there are some in the audience who are going to be champions. He makes you sit up. Perhaps he means *you*.

Then he goes on to define his terms—what he means by a champion. He uses a lot of examples, all of them within your experience. You hear him mention golf, the New York Yankees, the Notre Dame football team, trackmen. He names people you know about: Gil Dodds, Babe Ruth, the "Four Horsemen."

Now he points up the importance of the champion as a leader. He gives you George Washington and Christ as illustrations. Here he makes a strong bid for your imagination; for you have known these two figures well

ever since your childhood. Then he tells you why we need more champions—more leaders—today than ever before.

How do champions make themselves champions? By improving themselves, by practicing common virtues. By exerting great effort. This he underlines. He says that if you exert that little bit of extra effort that identifies the champion, you are bound to succeed and not fail.

You know he has been talking to you about your work and prospects. Yet he did so indirectly. He left something for you to fill in. And you are grateful for his psychology. You carry away with you secret hopes and ambitions to make your dreams come true—to be a champion and a leader.

Almost every community has leaders with the ability to give excellent speeches of inspiration. The world of government always has its share. The late Joseph B. Eastman, member and chairman of the Interstate Commerce Commission for a quarter of a century, and first director of the Office of Defense Transportation, was highly regarded by leaders in business and industry. They thought of him as one of the ablest and most high-minded of contemporary public servants. Presidents of great railroad systems were among the leaders who gave him a testimonial dinner just before his death in 1944.

When called upon, Eastman gave an inspirational speech—under twelve headings. His speech was a sort of primer or testament of “all that I have learned in the last twenty-five years.” “Joe” Eastman’s eighth point dealt with moral courage. It serves as a good example of the importance of voicing conviction in a speech of inspiration. He said:

Moral courage is, of course, a prime qualification, but there are often misapprehensions as to when it is shown. The thing that takes courage is to make a decision or take a position which may react seriously in some way upon the one who makes or takes it. It requires no courage to incur disapproval, unless those who disapprove have the desire and power to cause such a result. I can well remember the time when it was a dangerous thing to incur the displeasure of the bankers, but there has been no danger in this since 1932. It became a greater danger to incur the displeasure of farm or labor organizations. There is nothing more important than to curb abuse of power, wherever it may reside; and power is always subject to abuse. . . .

One more example. David Lilienthal gave an inspiring definition of democracy before a joint congressional committee investigating his fitness as head of the Atomic Energy Commission. Said Lilienthal:

My convictions are not so much concerned with what I am against as what I am for; and that excludes a lot of things automatically.

Traditionally, democracy has been an affirmative doctrine rather than merely a negative one.

I believe—and I conceive the Constitution of the United States to rest, as does religion, upon—the fundamental proposition of the integrity of the individual; and that all government and private institutions must be designed to promote and protect and defend the integrity and the dignity of the individual; that that is the essential meaning of the Constitution and the Bill of Rights, as it is essentially the meaning of religion.

Any form of government, therefore, and any other institutions which make men means rather than ends, which

exalt the state or any other institutions above the importance of men, which place arbitrary power over men as a fundamental tenet of government are contrary to that conception, and, therefore, I am deeply opposed to them.

It is very easy to talk about being against communism. It is equally important to believe those things which provide a satisfactory and effective alternative. Democracy is that satisfying, affirmative alternative. Its hope in the world is that it is an affirmative belief, rather than being simply a belief against something else and nothing more.

I deeply believe in the capacity of democracy to surmount any trials that may lie ahead, provided only that we practice it in our daily lives.

Whether by administrative agencies acting arbitrarily against business organizations, or whether by investigating activities of legislative branches, whenever those principles fail, those principles of the protection of an individual and his good name against besmirchment by gossip, hearsay, and the statements of witnesses who are not subject to cross-examination—then too, we have failed in carrying forward our ideals in respect to democracy.

This I deeply believe.

The speech of inspiration leans heavily on sincere convictions. For unless the speaker feels deeply about his subject, how can he move his audience? So, if you have developed a philosophy of living; if your beliefs mean a great deal to you and you can be proud of them; if you take joy in sharing your credo publicly—or feel impelled to do so—you probably have that conviction. It provides the tinder to set you and your audience in a glow or perhaps a conflagration.

William Ewart Gladstone had conviction when he

pleaded the cause of Irish Home Rule. Abraham Lincoln demonstrated conviction at Gettysburg—on two different occasions. Franklin Delano Roosevelt's voice rang with it in his "nothing-to-fear-but-fear-itself" speech. Many an unknown speaker has sprung to fame and leadership when the occasion moved him to voice his conviction. William Jennings Bryan was virtually unknown until he gave his cross-of-gold speech before the Democratic National Convention in 1898. He so inspired the delegates that they kept him as their leader for a generation.

But, you say, didn't Hitler and Mussolini stir the masses into a frenzy every time they gave out with conviction? Weren't Trotsky and many of his partners good at inspiring the Russian masses to revolution and tyranny? Yes. Such eloquent demagogues serve as warnings. For the leader who is a good public speaker and has conviction, *but who is devoid of worthy, constructive ideals*, eventually wreaks untold damage. Hitler, Mussolini, Trotsky, and others may have been powerful speakers, every man jack of them; but their convictions were fed at the roots by hatred, negation, and destruction.

In happy contrast we have inspirational public speakers whose convictions spring from democratic ideals: like those we've just listened to; like General Carlos P. Romulo of the Philippines, President of the United Nations; or Winston Churchill, perhaps the most distinguished living orator. These leaders and men like them stir up audiences with constructive appeals. For their convictions pay honor to the individual, his integrity and his rights.

Young leaders—in business or politics—do well to use them not only as models: for worthy convictions; but as models in the art of speaking. The most magnificent words and ideals delivered in a weak way never move listeners. What then, besides conviction of the right sort, does it take to put a speech of inspiration across? It takes a lot. No other kind of speech can flop so badly if it doesn't come off just right.

As in all other kinds of successful speaking—the interview, the conference, the panel type, the telephone conversation—you must make yourself easy to understand. This means that your voice and diction, your articulation and pronunciation, your gestures and facial expression, your posture and movements, your methods of illustration (stories, examples, contrasts, comparisons, definitions, etc.) all must be under your deft control. These things are the steppingstones to great speaking. And almost anyone with perseverance enough can learn them. You aren't born with them. But you are born with the capacity to master them. Consider the words of one of the greatest masters of oratory of our time—Winston Churchill. Says he:

According to the newspapers, I am supposed to be quite a good speaker—indeed, I am sometimes called an orator and all that. The truth is that . . . I learned to speak, somehow or other, with *exceptional difficulty and enormous practice*.

I have never persevered in anything as I have in trying to convey my thoughts and feelings forcefully and easily, convincingly and persuasively, to my fellow men. . . .

Winston Churchill actually lisped and stuttered as a young man. Of course most of us don't have such hard

handicaps to overcome. Logically, then, we should be able to learn to talk well with much less practice than the great Englishman exerted.

Leaders Name Speech Defects as Barriers to Advancement

According to a survey made by The National Institute for Human Relations, business leaders list as definite barriers to promotion: (among men) mumbling, a rasp, sullenness of tone, tonal monotony, overloud voices, stilted accents; (among women) a whine, shrillness, nasal tones, raucous and strident voices, baby talk, and affected accents. All such speech faults lend themselves to correction. Some of them take very little time to overcome. By all means, the leader should check up on his speaking habits to make sure he is free of these stumbling blocks to greater success.

Why a Recording?

The best way for him to begin is by listening to his own voice, played back on a good recording machine. Let him be his own severest critic. Let him hear himself as others hear him. The only way he can hear himself as others hear him, I say, is by reliable recordings of his own speech. We are all so used to the sound of our own voices in the act of talking that we need to sit in objective judgment upon our speech sounds and tones. Even better, we can talk over our recordings with a speech expert. He will jot down criticisms as you and he

listen together to the recording. Then he will ask you to compare your estimate with his. He can then tell you how to talk better—which habits to change first. He will map out a speech improvement program for you based on the approach “from simple to complex.” For when you correct the simple speech faults first, you will actually have less difficulty in mastering the others.

Make your ears work harder. Listen to others as they pronounce simple, everyday words. Try this quiz.

QUIZ 11: Pronunciation

Directions: Below are a dozen ordinary words that many men and women telescope. That is, they skip or swallow one or more sounds in words like these twelve. Cross out the sound or sounds in each word that you most often hear others drop.

arctic	candidate	company
depths	eleven	February
government	only	particular
really	temperature	twenty

Answers on page 282.

Why not build up lists of common mispronunciations? Classify them, according to (1) sounds omitted, (2) sounds added, (3) sounds substituted, etc. Quiz 11 exemplifies words in which sounds are often omitted. Words like *athlete* (not “ath-a-lete”) and *mischievous* (not “mischiev-i-ous”) represent mispronunciation because of added sounds. Words like *this* (not “dis”) and *radiator* (not “radd-iator”) belong to the third class. Notice that all

these examples are words used in everyday speaking. When you hear them mispronounced you have to squelch the impulse to raise an eyebrow. So, if you will keep a list of common mispronunciations and classify them, you will help yourself to be pronunciation-conscious—a helpful step indeed.

Did you know that leaders make high scores on standardized tests of teaching aptitude? Their average score actually tops that of upper classmen in teachers' colleges. One sign of a good teacher is simplicity of explanation. The leader, like the teacher, has to do a lot of explaining; has to give many directions. To reach the minds of his followers quickly and surely, he must express himself simply. And no single accomplishment of yours will pay any higher dividends than the ability to express your ideas simply—particularly when you give directions and explanations to ordinary minds.

One excellent way to exercise this ability is to write an essay or give an impromptu speech on any topic. Then compare the words you used with the 1,000 words most often used. The 1,000 words listed below are taken from the researches of Professors E. L. Thorndike and Irving Lorge of Teachers College, Columbia University.

Here they are.

Words 1-500 *

a	across	after	age
about	act	again	ago
above	add	against	air

* Contractions except *can't*, *don't* and *I'll* are omitted.

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all	before	close	each
almost	began	color	early
alone	begin	come	either
along	being	coming	end
already	believe	company	enough
also	best	condition	even
always	better	consider	evening
am	between	continue	ever
America	big	cost	every
American	bill (B)	could	everything
among	body	country	eye
an	book	course	
and	both	court	face
another	boy	cover	fact
answer	bring	cry	fall
any	brought	cut	family
anything	built		far
appear	business	day	father
are	but	dear	fear
arm	by	demand	feel
army		did	feet
around	call	die	felt
as	came	different	few
ask	can	do	fight
at	car	doctor	figure
away	care	does	fill
	carry	dollar	find
back	case	done	fine
bank	cause	don't	fire
be	chance	door	first
became	change	down	five
because	child	dress	follow
become	children	drop	food
been	city	during	for

force	heard	its	live
found	heart	itself	long
four	held		look
friend	help	John	lost
from	her	just	love
front	here		low
full	herself	keep	
	high	kept	made
garden	him	kind	make
gave	himself	king	man
get	his	knew	many
girl	hold	know	mark
give	home		marry
given	hope	labor	matter
go	horse	lady	may (M)
god (G)	hour	land	me
gone	house	large	mean
good	how	last	men
got	however	late	might
government	human	laugh	mile
great	hundred	law	mind
green	husband	learn	miss (M)
		least	moment
had	I	leave	money
half	idea	left	month
hand	if	less	more
happen	I'll	let	morning
happy	important	letter	most
hard	in	lie	mother
has	increase	life	move
have	interest	light	Mr.
he	into	like	Mrs.
head	is	line	much
hear	it	little	must

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my	out	real	should
myself	over	reason	show
	own	receive	side
name		red	since
national	paper	remain	sir
near	part	remember	small
need	party	rest	smile
never	pass	result	so
new	pay	return	some
New York	people	right	something
next	perhaps	river	son
night	person	road	soon
no	picture	room	sort
nor	place	round	sound
not	plan	run	speak
note	plant		stand
nothing	play	said	start
now	point	same	state
number	poor	sat	step
	possible	saw	still
of	power	say	stood
off	present	school	stop
office	president	sea	story
often	price	second	street
old	produce	see	strong
on	public	seem	such
once	put	seen	sun
one		serve	supply
only	question	set	suppose
open	quite	several	sure
or		shall	system
order	rather	she	
other	reach	ship	table
our	read	short	take

taken	today	walk	wife
talk	together	wall	will
tell	told	want	wind
ten	too	war	window
than	took	was	wish
that	toward	Washington	with
the	town	watch	within
their	tree	water	without
them	tried	way	woman
themselves	true	we	women
then	try	week	wonder
there	turn	well	word
these	twenty	went	work
they	two	were	world
thing		what	would
think	under	when	write
this	until	where	wrong
those	up	whether	
though	upon	which	year
thought	us	while	yes
thousand	use	white	yet
three		who	you
through	very	whole	young
thus	voice	whom	your
time		whose	
to	wait	why	

Words 501-1000

able	admit	agree	arrive
accept	advance	allow	art
according	affair	although	Arthur
account	afraid	amount	article
action	afternoon	animal	

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baby	brown	cold	discover
bad	build	college	distance
bag	building	command	dog
ball	burn	common	double
battle	busy	complete	doubt
bay	buy	contain	draw
bear		control	dream
beat	cannot	cook	drink
beautiful	can't	cool	drive
beauty	captain	corner	dry
bed	catch	count	due
behind	caught	cross	duty
belong	cent	crowd	
below	center	cup	ear
beside	century		earth
beyond	certain	dance	east
bird	certainly	dare	easy
bit	chain	dark	eat
black	chair	date	edge
blood	character	daughter	effort
blow	charge	dead	egg
blue	Chicago	deal	eight
board	chief	death	else
boat	church	decide	enemy
born	circle	declare	England
box	class	deep	English
branch	clean	degree	enjoy
break	clear	desire	enter
bridge	clothes	destroy	escape
bright	cloud	difference	especially
British	club	dinner	Europe
broken	coal	direct	except
brother	coat	direction	expect

experience	fresh	hat	kiss
explain	fruit	health	kitchen
express	further	heat	knee
	future	heaven	knight
fail		heavy	known
fair	gain	height	
famous	game	Henry	laid
farm	gate	hill	lake
farmer	gather	history	lay
fast	general	hole	lead
favor	gentleman	honor	led
fell	George	hot	leg
fellow	German	hurry	length
field	Germany	hurt	lift
finally	glad		lip
finger	glass	ice	listen
finish	going	ill	London
fish	gold	inch	lord
fit	golden	include	lose
floor	grant (G)	indeed	loss
flower	grass	Indian	lot
fly	gray	industry	lower
food	grew	instead	
foot	ground	iron	manner
foreign	group	island	march
forest	grow	issue	market
forget	guard		Mary
from	guess	job	master
forth	guide	join	material
forward		joy	measure
France	hair	judge	meat
free	hall		meet
French	hang	kill	meeting

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member	ocean	prove	saint
met	offer	provide	salt
method	officer	pull	save
middle	oh	purpose	scene
milk	oil		season
million	opinion	quarter	seat
mine	ought	queen	seek
minute	outside	quickly	sell
modern			send
mount	page	race	sense
mountain	paid	rain	sent
mouth	pain	raise	service
movement	paint	ran	settle
music	pair	ready	seven
	past	realize	shade
nation	peace	really	shape
natural	period	record	share
nature	pick	refuse	shoe
nearly	piece	regard	shop
necessary	plain	reply	shore
neck	pleasant	report	shot
neighbor	please	require	shoulder
neither	pleasure	rich	shout
news	position	ride	sick
nice	post	ring	sight
nine	pound	rise	sign
none	practice	rock	silver
north	prepare	roll	simple
nose	press	rose	sing
notice	pretty	rule	single
	prince	rush	sister
O	probably		sit
object	problem	safe	six
obtain	promise	sail	size

skin	stock	therefore	various
sky	stone	thin	view
sleep	store	third	village
smoke	storm	thirty	visit
snow	straight	thou	
soft	strange	tie	warm
soil	stream	till	wave
sold	strength	tire (d)	wear
soldier	study	tomorrow	weather
sometimes	subject	top	weight
song	success	touch	west
soul	sudden	trade	wide
south	suddenly	train	wild
space	suffer	travel	wing (ed)
special	sugar	trip	winter
spend	suit	trouble	wise
spirit	summer	trust	wonderful
spoke	surprise	truth	wont
spot	sweet	twelve	wood
spread			worth
spring	tall	uncle	
square	taste	understand	yard
star	teach	usually	yellow
station	tear		yourself
stay	thank	valley	
stick	thee	value	

Correct pronunciation and simplicity of expression are only two of many facets to the jewel, good speech. What are the others? As you read through the following quiz, why not check off those items that apply particularly to your own speech improvement program? You may find the quiz helpful when you listen to your recording or when you have to evaluate the speech of someone else.

QUIZ 12: Check List of Basic Speech Factors

Directions: Below are fifteen items. Each one is an important aspect of your speech. Put a plus sign before those items on which you rate yourself above average; a minus sign before those on which you rate yourself average or below average.

.. 1. *Rate of speaking.* Do you speak too fast? Too slowly? Do you vary your rate of speaking to conform to the demands of good communication?

.. 2. *Pausing.* Do you pause too often? Not often enough? Do you make your pauses fall logically? Do you have the er-er or uh-uh habit?

.. 3. *Breathing.* Do you get out of breath when you speak in public? Can you count to ten on one breath—allowing one second for each numeral—in a good, loud voice? Do you know whether you are using your breath supply economically when you talk?

.. 4. *Loudness.* Do others often ask you to repeat? Have you noticed that others sometimes jump when you speak to them unexpectedly? Can you make yourself heard as easily as your associates?

.. 5. *Pitch.* Does your voice sound too high? Too low? Does your voice sound strained? Does it get tired or husky at the end of a day of much talking?

... 6. *Inflection.* Is your voice monotonous? Does it move in pleasant variety over a span of five to seven notes of the speaking scale? Do you detect a sing-song kind of inflection?

.. 7. *Voice Quality.* Is your voice vibrant and respon-

sive to moods you wish to express? Is it lackluster? Is it harsh when you aren't angry? Is it rich and warm? Easy on the ear?

. . . 8. *Articulation*. Are any of the consonants, such as *s*, *l*, *th*, hard for you to produce? Do you drop or swallow the final sounds of words? Do you form all the speech sounds in clear-cut—but not labored—fashion?

9. *Pronunciation*. Do you pronounce words as the educated men and women of your community pronounce them? What words, if any, did you mispronounce on your recording?

. . . 10. *Vocabulary*. Are you satisfied with the extent of your vocabulary? Have you had your vocabulary measured? Do you use simple words when you give directions and carry on ordinary affairs in everyday life? Have you established the “dictionary habit?”

. . . 11. *Grammar*. Are you satisfied with your working knowledge of English grammar? Do you avoid the use of double negatives, confusing *lay* with *lie*, and other such common mistakes, in your daily conversation?

. . . 12. *Listening*. Is your hearing, with or without an aid, acute enough to enable you to listen well? Are you satisfied that your attention span is long enough? Can you reliably summarize in some detail the substance of an interview or speech after it is completed?

. . . 13. *Facial expression*. Do you look pleasantly into the eyes of the one you are addressing? Do you smile when the speaker smiles at you? Do you guard against facial tensions, twitchings, and sustained frowns?

. . . 14. *Gestures*. Are your gestures gracefully delivered? Do you reserve them to help emphasize your words? Do

you use too many gestures? Do you check up on nervous mannerisms from time to time?

15. *Posture*. Do you stand and sit in public with easy dignity? Do you maintain a straight backbone and high chest when you speak? Does your posture encourage your listeners to feel secure?

Once you have an inventory of your speech faults and virtues, you can increase your prowess as a speaker in very definite ways. It's uphill work, of course, because you must develop new habits. And new habits mean a lot of patient, regular practice.

To be sure that you make progress efficiently, you will want to read and study books on various phases of speech. (Such books are listed on pages 63-76.) You will want to make recordings at regular intervals—to measure your growth. You will want to get an occasional checkup and some advice from a speech expert. Perhaps you will want to take courses every so often in voice and diction, vocabulary building, parliamentary law, debating, public speaking, etc.

Most important of all, you will want to seize every opportunity that comes your way to get to your feet and speak. Let each such experience be a practice period for you. Hold post-mortems on your speeches; decide in retrospect how you could have done a better job. Then *do* a better job, next time.

You may say, I have very few occasions to be called on. If that is the case, you will have to make opportunities for yourself. Do you belong to a service club? A fraternal organization? Do you take an active part in neighborhood welfare projects—Community Chest, Red Cross, PTA,

etc.? These organizations depend upon committees for their existence. Have you ever known a committee meeting to function in silence? If you attend such groups and willingly take assignments, you will be called upon to speak—for conferences and platform speaking are the lifeblood of group activities.

In the beginning you will be interested in seizing all opportunities to speak. As you grow, you will become more selective. You will want to get exercise in the more formal types of public speaking. These are often the most difficult to master. Broadly speaking, the higher you climb the leadership ladder, the more adept you will have to be in all speaking situations.

QUIZ 13: Inventory of Formal Speaking Experiences

Directions: Put a check mark before those speaking experiences you have had.

- ... 1. Conducting an interview.
- ... 2. Telephone canvassing.
- ... 3. Reading minutes of a meeting before a club.
- ... 4. Acknowledging an introduction at the speaker's table.
- ... 5. Introducing a speaker.
- ... 6. Serving as chairman of a public meeting.
- ... 7. Leading a conference, round table, or panel.
- ... 8. Asking questions of a speaker from the floor.
- ... 9. Presenting or defending a committee report.
- ... 10. Taking part in a debate.

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- ... 11. Participating in a radio or television program.
- ... 12. Making a speech of presentation.
- ... 13. Giving a memorial address.
- ... 14. Explaining a technical subject.
- ... 15. Giving a lecture.
- ... 16. Making a humorous after-dinner speech.
- ... 17. Addressing a convention.
- ... 18. Giving a fund-raising speech.
- ... 19. Offering a prayer in public.
- ... 20. Giving a speech of inspiration.

If you will launch yourself on a course of speech improvement, you will get deep satisfaction from the results. Provided, of course, that you sustain this course until you achieve speaking ability worthy of an excellent leader. Such speaking ability is one of the most important tools in the service of mankind—in all group activities, whether work or play.

Chapter Five

IMPROVE YOUR READING HABITS

The late Jimmy Walker, New York's debonair Mayor, used to boast that he had never read more than fifteen books from cover to cover in his whole life. He was an unusual leader in this respect; for most leaders are great readers. Perhaps Walker was joking. After all, he held a bachelor's degree from a law school, and students ordinarily have to read more than fifteen textbooks to graduate.

Leaders read for relaxation. They read for general information. Above all else, they read a lot in the field of their work. If, for example, you are the head of a shoe-store chain, or if you aspire to become the head, you must read about hides, lasts, new tanning methods, merchandising, house publications, management-labor problems and developments, government reports, tariff scales, foreign trade, window dressing and decoration, real estate management, sales training, personnel selection, cost control, and hundreds of other subjects—short of cabbages and kings. For you as the leader of such a vast enterprise must keep your fingers on the pulse of all departments

and keep up with the information they depend on. Competition is too keen to let you enjoy the bliss of ignorance.

If your responsibility is really heavy, you may have digests prepared of all these materials to save you time. President Truman and many of his predecessors have had to resort to this practice, just as many heads of our gigantic enterprises do. But you can't escape reading the digests. The faster you read and assimilate their contents, the more time you have for other things. *Most top-rung leaders are excellent readers.*

Not long ago we gave a battery of efficiency tests to eleven department heads of a large bakery chain. The president said, "All of them are hard workers. Some of them stay late several nights a week. One or two of them I can't persuade to take vacations. I want you to rate them—to help me decide whom to promote." ("Staying late" turned out to be anything but a recommendation of efficiency.)

We gave them a dozen tests. One of them was The Ohio State Study Performance Test. The man who stayed after hours most often, and who customarily took a bulging brief case with him on week ends, was the slowest reader. He read four times more slowly than the most efficient reader among his colleagues. Let's stop to consider what that meant to him. For each hour the fast reader spent in reading reports, letters, memoranda, and other printed matter, the slow reader had to spend four hours! No wonder he was always behind in his work. No wonder his wife threatened to leave him because he neglected her and the children. No wonder he was becoming a nervous wreck!

He broke all the rules for efficient silent reading, just as his colleague practiced them. When you read at greatest efficiency, you follow fifteen basic rules:

Fifteen Signs of Reading Efficiency

1. You have no trouble following horizontal lines from left to right. You don't lose the place easily.

2. Your eye movements advance by spurts, rather than travel smoothly along the line. Your eyes cover the average printed line in two or three spurts. If your eyes were to travel always at the same even tempo, you would read a word at a time.

3. You have few *regressive movements*. That means you don't have to return to words you just read to make sure you got the meaning.

4. You easily recognize logical groups of words. These comprise the *span of recognition*. The longer the span you can accommodate, the better. You have the knack of centering on important words and glossing over the unimportant.

5. Your pauses between recognition spans are short. This is perhaps the most important rule when we remember that almost 95 per cent of all reading time is given to pausing, or *perception time*.

6. You draw conclusions; you think of comparisons and contrasts during the perception time.

7. You hold the train of thought as you read. Thus you don't have to return to the beginning of the paragraph or chapter you are reading. To use technical jargon, you have few *return sweeps*.

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8. You concentrate easily. You minimize distractions. You can read standing in a crowded train or while the radio is playing, if you have to.

9. You don't mouth your words as you read. If you did you would be a slow reader. For mouthing puts the brakes on speedy reading. Remember, your brain works faster than your muscles.

10. You mind your p's and q's. That is, you don't reverse or transpose letters or syllables. If you did, you'd waste time figuring out the snarl. Thus, you don't read *prefect* as *perfect*; *was* as *saw*; *tip* as *top*; *quaint* as *paint*.

11. You blink several times throughout the reading of every hundred words. Blinks lubricate the eyes and relax the focusing muscles. Because you blink rapidly you don't slow down your comprehension. You make your blinks coincide with the perception pauses.

12. You urge yourself to read faster, as you read. This is what we call *accelerative reading*.

13. Your vocabulary is large and you constantly add to it. This helps you to recognize thoughts quickly. It gives you confidence every time you look at the printed page.

14. You remember a great deal of what you read. You take pride and pleasure in your reading competency.

15. You read a lot. You carry something in your pocket or brief case to read in spare minutes. You frequently take notes for future use on what you read.

Let's summarize, now. You are an efficient silent reader because: You read at a gallop. (Generally speaking, the fastest readers are the best readers.) You understand what you read. And you remember what you read as you go along. You don't get tense as you read. And, of course,

you practice such common-sense rules as: "Read only under a good light." "Read only sitting up, with the light coming preferably over your left shoulder." You have your eyes examined twice a year if you study a lot. When you observe these rules and suggestions, you can read steadily for as long as six hours without injury to your eyes. Recent experiments have proved it.

"But," you say, "how rapid is 'rapidly'?" Before we can answer that important question we must remember that there are three main types of reading methods.

Skimming

Skimming is the fastest kind of reading. You should skim when you read a novel, most armchair magazines, the daily papers, and much of the correspondence that comes across your desk. You hit the high spots when you skim. You don't analyze every word as you do when, for example, you read your insurance contract before signing on the dotted line. To make the most out of leadership opportunities, you should be able to skim at the rate of 500 to 600 words a minute. Many leaders do even better.

Paragraph Analysis

Analysis is the kind of reading you do when you digest the meaning of something, paragraph by paragraph. For example, let's assume that the first two letters you read this morning were an appeal for a donation from some worthy organization, such as the Red Cross; and an invitation to address a convention next fall. You skimmed

the first and made your decision immediately. You read the second letter analytically, at about half the speed of the former.

The letter contained three paragraphs. The first told you the date, place, and occasion. Perhaps you stopped to look at your calendar to see if you would be free to accept. The second paragraph described the length of the speech they would like you to give, and the subject matter. You stopped again to ask yourself whether you wanted to do it; whether you should. The third paragraph mentioned details, such as expenses and a fee. You considered these items too. Then perhaps you reread the letter to make sure you had considered the implication of all your decisions. All this was necessary before you dictated your answer.

Technical Reading

Technical reading means reading matter in other than sentence form. Graphs, charts, figures, equations, formulas, and tables make up the material of technical reading. Statisticians, engineers, and scientists have to do a lot of technical reading. This evidently is why they skim slowly. Many successful leaders are in fields which require very little technical reading. The occasional chart or diagram that comes their way they take in stride by studying it at a slow pace.

Years ago when I taught psychology at the Polytechnic Institute of Brooklyn we ran some reading experiments, and discovered that engineering students were slow "skimmers" and "analysts" but excellent technical

readers. They revealed these reading habits as freshmen. Perhaps their excellence in technical reading ability was part of the scientific aptitude that led them into engineering. A large number of the freshmen failed one or more subjects at mid-semester, not because they were short on good general intelligence, but because they were so slow at skimming and paragraph analysis that they couldn't keep up with the heavy assignments in history, English, foreign languages, and kindred subjects. They read an essay with as much deliberation as a graph. But once they had received coaching in silent reading, they came through with flying colors. It was not unusual for a student to double his rate of skimming within a six-week coaching period. You can do the same.

But to return to the question, "How rapid is 'rapidly'?" Let's take a reading test to find the answer as regards skimming.

QUIZ 14: Skimming Test for Leaders

Directions: Get someone to time you as you read the following address by H. W. Prentis, Jr. This material is above average in reading difficulty because of its thought-provoking conclusions, and therefore is good testing material for leaders. When you finish reading it, answer the questions on its contents on page 283.

Competitive Enterprise versus Planned Economy

Those of us who have never been abroad do not realize how much we Americans owe to our competitive enterprise system. A year or so before World War II broke out the Na-

tional Association of Manufacturers sent an economist to Europe to find out how much the earnings of the average American factory worker would buy in comparison with the earnings of workers abroad. Certain articles were selected that are used by practically all civilized peoples. In each country the economist visited, he showed the store clerks his American articles and asked for similar ones. If there were no goods of comparable quality available, as was frequently the case, he bought the nearest equivalent. He ascertained from the best available official sources the average wages paid factory workers. For his food comparison, he used as his measuring stick a basket containing a selection of 24 different foods in ordinary use. The average American family of two adults and three children uses four of these baskets, or the equivalent, every day. To earn these four baskets of food the investigator found that the average American worker had to work about 1.6 hours; the British or French worker, 3.2 hours; the Belgian, 3.6 hours; the German, 3.9 hours; the Italian, 6.2 hours; and the Russian, 10 hours.

The radio that an American factory worker could earn with 59 hours of work cost the German 134 hours; the Swede, 262 hours; the Italian, 333 hours. Thus it is not hard to see why there was one radio receiving set for every 2.3 persons in the United States against one to 5.2 persons in Great Britain; one to 7.5 persons in Germany; and one to 45.2 persons in Russia. While the United States had one automobile in use for every four persons, the proportion was one to eight persons in France; one to 29 in Sweden; one to 252 in Russia; and one to 1,344 in Bulgaria.

Under our competitive enterprise system in America, a provident worker does not have to spend every cent he earns to support his standard of living. This is evidenced by the amount of life insurance in force. In the United States, life insurance averaged \$842 for every man, woman and child in

the country at the time this survey was made. In England the average was \$353; in Germany, \$117; and in Italy, \$36. Never has any country had so many mechanical slaves at its disposal. To be specific, American industry used 2.1 horsepower in 1899 for each worker; in 1939, 6.5 horsepower. Along with our industrial progress has come a remarkable expansion of general social welfare. Our hospitals, museums, libraries, and schools are the envy of the civilized world.

There is no need to cite further statistics. With all its shortcomings—and there are many, because it is operated by fallible human beings—competitive enterprise in America has undoubtedly brought more blessings to the average man than any economic system the human race has yet devised. The men of our farflung military forces discovered that with their own eyes. A young soldier friend of mine, who had probably never before been more than a hundred miles from his birthplace in Lancaster, Pennsylvania, wrote me that after seeing the way people lived in Europe he thanked God that he had a country like America to come home to. (As a matter of fact, he never will come home because he lies in some lonely grave in France.)

Thousands like him poured out their blood to prevent National Socialism, Fascism, and absolutism in any form from overrunning the earth and tyrannizing over the bodies, minds and souls of mankind. And yet many misguided Americans are advocating—paradoxically enough—the self-same economic principles on which the governmental systems of our enemies were based. This seems incomprehensible until one discovers that today only three in 10 Americans understand the difference between state socialism and our republican form of government, and that only one in four knows what the Bill of Rights is!

National economic planning in time of war is comparatively simple because military requirements are relatively

standardized and uniform. Despite that fact it was enormously difficult even to plan intelligently for war production. Yet the problems of planning to meet the demands of a free economy in peacetime are infinitely more complicated, since peacetime demands are subject to consumer preference, personal tastes, the whims of style, and the dynamics of advancing technology. They are literally unpredictable. There were 8,000 automobiles in America in 1900. It took 80,000 barrels of gasoline a year to operate them—enough to keep the cars that we had on the road in 1942 running an hour and a half. Can one imagine any government planning board having the vision and temerity to do what the petroleum industry did at the risk of billions of dollars of private capital: namely, to provide sufficient gasoline for 36,000,000 cars in 1942?

As a matter of fact, there are not enough brains and vision in any group of men, in government or elsewhere, to plan and provide—from a central point—a progressively rising standard of living for a great nation like the United States. Just consider for a moment what a national planning board would be expected to do in times of peace. It would have to know what and how much of everything everybody would want, when they would buy, and the approximate prices they would be willing to pay for all sorts of goods and services. Without such information, the objectives of a planned economy could not be attained: namely, to keep everybody employed at satisfactory wages, and to eliminate waste by producing neither more nor less than is actually required.

The planners themselves would have to be supermen—all-wise and utterly beneficent. The advocates of planned economy gloss over that fact. Even though the members of the planning board knew that a change in the complexion of Congress every two years would completely disrupt their long-range economic plans, they would, of course, never, never seek to maintain themselves in power by political al-

liances, or concessions to friendly pressure groups, or withdrawal of favors from hostile critics, or use of public resources for propaganda purposes.

The proponents of planned economy claim, of course, that the press would not be muzzled, even though the planning board did control absolutely the production and allocation of paper and presses; that the producers of motion pictures would also feel free to oppose such portions of the national planning program as the motion picture industry might consider unwise, even though the producers' film supplies were at the mercy of the board. As for radio stations—well, the limited licensing system already has them pretty well in hand. As for businessmen in general, what the fear of the tax collector, the factory inspector, the labor board investigator, the wage and hour auditor, the SEC inquisitor, the Department of Justice file searcher, *et al.*, have not already accomplished in curtailing their willingness to speak out in opposition to unwise governmental policies, would be finally and completely achieved under the throttling power of an economic planning board. Ways and means of inducing teachers and preachers to fall in line or keep silent would not be lacking. Germany, Italy, and Russia all devised effective methods of dealing with intellectual and spiritual recalcitrants in their government-planned economies long before the war broke out. The power of labor unions would simply evaporate. The Federalist Papers, 155 years ago, summed it all up in one terse sentence: "Power over a man's support is power over his will."

Gustav Cassel, the great Swedish economist who died not long ago, said: "Planned economy will always tend to develop into dictatorship. . . . Once authoritative control has been established, it will not always be possible to limit it to the economic domain. . . . Without people ever realizing what is actually going on, such fundamental values as per-

sonal liberty, freedom of thought and speech, and independence of science are exposed to imminent danger."

From past experience a middle-of-the-road course in respect to planned economy is out of the question. Competitive enterprise can be subjected to regulation—as it should be—and survive, but it cannot be combined with government control and still function as competitive enterprise.

A man named Adolf Hitler said this ten or twelve years ago about his planned economy: "We shall banish want; we shall banish fear. The essence of National Socialism is human welfare. . . . National Socialism is the revolution of the common man. Rooted in a fuller life for every German from childhood to old age, National Socialism means a new day of abundance at home and a better world order abroad." I repeat: Those were Adolf Hitler's beguiling assurances to the German people. I am confident no thinking American would want to follow the economic principles of the Pied Piper of Berchtesgaden!

Record the minutes and seconds you took to complete the reading. _____

How Well Did You Skim?

Directions: Obviously, you have to check up on the contents of what you've just read in order to determine your reading efficiency. For reading efficiency is based on knowledge of what you've read as well as on speed. So, answer the following questions before you compute your skimming rate from the table on page 145. Simply underline (a) (b) or (c)—whichever is the best answer.

But *do not* go back to the paragraphs you've just read until after you've completed this quiz, whose correct answers are printed on page 283.

1. Just before World War II broke out, the National Association of Manufacturers sent an economist to Europe to: (a) study foreign economic theories; (b) find out how much the earnings of the average American factory worker would buy in comparison with the earnings of workers abroad; (c) report on the supply and demand of manufactured articles on the Continent and in England.

2. He found automobiles owned by workers scarcest on a prorata basis in: (a) France; (b) Sweden; (c) Bulgaria.

3. The life insurance in force in the U.S.—\$842 for every man, woman, and child—is evidence that the American worker: (a) is the most frugal; (b) does not have to spend all he earns to support his standard of living; (c) is strongly unionized.

4. A young American soldier said he was grateful to be an American after: (a) seeing how the people lived in Europe; (b) he listened to the Russian communists' propaganda; (c) he came to the conclusion that competitive enterprise was infallible.

5. Many Americans advocate totalitarian economic principles because (a) they think they will profit by a change in the status quo; (b) the majority of them are ignorant of the differences between state socialism and our form of government; (c) they haven't gone to school long enough.

6. National economic planning in peacetime is much

harder than in times of war because of (a) advancing technology; (b) rising birth rate; (c) inadequate government personnel.

7. A national planning board in peacetime would be doomed to failure because of (a) inability to get basic information; (b) unemployment; (c) resentment on the part of the electorate.

8. The advocates of planned economy are wrong in believing basic freedoms would not be harmed because (a) power over a man's support is power over his will; (b) teachers and clergy would still be permitted to pursue their objectives; (c) the SEC would act as a check and balance.

9. A Swedish economist, Gustav Cassel, believed that (a) dictatorships come and go periodically; (b) dictators bring lower taxes to the working class; (c) planned economy leads to dictatorships.

10. A middle-of-the-road course as regards planned economy is impossible because (a) Adolph Hitler proved it so; (b) enterprise cannot survive as such under government control; (c) planned economy dries up the source of taxes.

Phenomenal versus Unsatisfactory Readers

If you've skimmed well, you should have a perfect score, the only satisfactory one for a leader. In the beginning, you may not make a perfect score. But if you practice, you will be able to improve this important ability. You may want to send to Teachers College, Columbia

University, for the Arthur I. Gates Reading Comprehension Tests (Advanced Series), and give them to yourself as practice exercises. While you should aim for a perfect score on a quiz such as you have just taken, the untrained reader gets only five or six of the answers right.

Now you are ready to see what your skimming rate is like:

<i>Minutes</i>	<i>Number of words per minute</i>
1 (phenomenal)	1,500
2 (unusual)	750
2½ (excellent)	600
3 (good)	500
3½ (fair for a leader)	429
4 (poor for a leader)	371
4½ (unsatisfactory)	333
5	300

If you are dissatisfied with your skimming rate, speed it up. Follow the rules we discussed together. Keep a daily record of your rate. (You ought to have someone quiz you on the results, to make your attempts valid.) You can readily double your rate, if it is around 300, within a month or six weeks of daily practice. If you don't make progress under your own guidance, look up a psychologist. He will be well worth his fee for the expert coaching he'll give you. One executive I know doubled his skimming rate after six one-hour visits to a psychologist.

Now let's see how you do on *analytical reading*.

QUIZ 15: Analytical Reading

Directions: Below you will find five paragraphs to test your analytical reading ability. After each of the paragraphs you will find five sets of notes. The sets of notes are put in pairs and marked A and B.

You read the first paragraph of test matter; then each pair of notes in turn. You decide whether A or B is better. Remember that a good set of notes may be either longer or shorter than a poor set. The question you decide is, "Which—A or B—does a better job in summing up the meaning of the paragraph?"

Have someone time you.

Read the first paragraph. Then look at the first pair of notes and circle A or B, whichever is better. Then do the same to the second pair, and so on. When you have finished with the five sets, go on to the next paragraphs and their sets. You may read each paragraph more than once, but remember, you are being timed. *Now, go.*

Paragraph One

People who get along well with others usually have persuasive voices. You see, the voice is the dial we use to tune in on other personalities. When your voice is clear and well broadcast, you're easy to listen to. The persuasive voice gets the right kind of results. It quiets frayed nerves. It convinces hesitant minds. It uplifts dejected spirits. It turns away anger. It commands respect. It changes negative attitudes. It increases popularity. Elbert Hubbard used to prescribe a vocal cure-all. He said the way to get a mild, gentle, and sympa-

thetic voice is to be mild, gentle, and sympathetic. A first-rate prescription because your voice is the sounding board of your emotions. The way you feel creeps into your voice.*

Set 1.

- A. One of the reasons why certain individuals get along well with others is that they have persuasive voices.
- B. Leaders should have persuasive voices. Elbert Hubbard said so.

Set 2.

- A. People should have clear and beautiful voices. That's one way of controlling your emotions.
- B. The voice is a kind of emotional barometer. It reflects your moods.

Set 3.

- A. You can compare the human voice to a telephone dial because we use both of them to tune in on other people.
- B. Contacts with others are made most often by the voice. That's why it's important to have a good voice. It helps you tune in on other personalities.

Set 4.

- A. A clear voice, well projected, helps others to understand you easily.
- B. A pleasant or beautiful voice makes life's burdens easy to carry. That's why we should have more cultivated voices.

Set 5.

- A. There are eight reasons why you should have a good speaking voice.

* From *How to Talk Well* by James F. Bender, by permission of the publisher, Whittlesey House (McGraw-Hill Book Company, Inc.).

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B. There are many reasons why you should have a good speaking voice.

Paragraph Two

There are two situations in life when the art of seeing the other person's viewpoint is indispensable. One is when you're looking for a job. The other is when you feel your family is getting on your nerves. Unfortunately, most of us brim over with self-centeredness. We are so upset by our own fears and desires that we ignore the feelings of the other person. We don't know what he wants and—in our tension and frenzy—we don't care. This is the most common and the most tragic mistake in the game of human relations. For our wishes must necessarily be influenced by the wishes of others. This is the way of civilization.*

Set 6.

A. You should always try to see the point of view of those you work and live with.

B. Civilization doesn't grow strong on self-centeredness, fears, and desires.

Set 7.

A. We can be selfish and other people will shun us. That's the way to be unpopular.

B. We don't stop and think about the other fellow's welfare often enough because we are so often in an emotional turmoil.

Set 8.

A. Family and job are more important than anything

* From *Your Way to Popularity and Personal Power* by Bender & Graham, by permission of the publisher, Coward-McCann, Inc.

else in life, and anything you do to improve them makes you forge ahead.

B. The secret of good human relations is to think about what will happen to the other fellow if you get your way.

Set 9.

A. Anger, overeagerness, and too much ambition make us self-centered.

B. Our anxieties are often to blame for our neglecting to remember the welfare of others in our daily contacts.

Set 10.

A. It is more important for us to consider the feelings and welfare of the members of our family and our co-workers than those of any other groups of people in our lives.

B. We must be influenced to an excessively great extent by the wishes of others.

Paragraph Three

When you and I get up from a sweet sleep, we know it's good to be alive. Psychologists have a word for that sense of being on top of the world. Euphoria, they call it. It comes from two Greek roots meaning, "well," and "to bear"; therefore, "to bear oneself well," and by extension, "to feel well." They tell us that sound sleep produces more euphoria than money, education, social position, or personal power. We need regular, refreshing sleep to maintain euphoria. And we have to have euphoria to lead triumphant lives.*

* From *How to Sleep* by James F. Bender, by permission of the publisher, Coward-McCann, Inc.

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Set 11.

A. Psychologists use the word euphoria to mean, "stand up straight and you will feel better."

B. Psychologists find that when you get regular, refreshing sleep you are more likely to have a happy outlook on life.

Set 12.

A. It's hard to make a success out of your life if you don't feel well most of the time.

B. If you are a good sleeper, you are very fortunate; for sound sleep makes you more optimistic than almost any other single factor in your life.

Set 13.

A. People who have happy and buoyant personalities usually sleep soundly and get enough rest.

B. You can't succeed in this life unless you are a good sleeper.

Set 14.

A. It takes a lot of "bounce" to win out in life, and you get "bounce" through education, high earnings, and deep sleep.

B. Psychologists have discovered that sweet sleep heads the list of things that make us feel well and contented.

Set 15.

A. It's hard to define euphoria, but some people have more of it naturally than others.

B. The psychologists' term for an elated mood comes from two Greek words.

Paragraph Four

Life insurance contracts are of deep interest to millions of Americans. As a people we're sold on life insurance. Like everybody else, we want economic security. When we feel secure, we get along well with others; our family life is happier; it's easier to do a good day's work. These are such common truths, that American business and industry are deeply interested in helping employees understand and buy life insurance wisely. During the world-wide slumps of the last fifty years, life insurance has become America's favorite investment. For it has nobly proved its stability and soundness.*

Set 16.

A. Life insurance helps us to lead a happy life because it is safe and sound.

B. The possession of a life insurance policy gives us a feeling of security that few other investments can match.

Set 17.

A. Business leaders see that one of the best ways to combat unfair union practices is to teach employees all about life insurance as a personal investment.

B. An employee is likely to do better work when he feels financially secure than when he doesn't.

Set 18.

A. Americans as a group put up a lot of sales resistance to life insurance salesmen.

B. One of the investments most popular with Americans is life insurance policies.

* From *Dictionary of Life Insurance Terms*, unpublished ms. by Walter DeVries and James F. Bender.

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Set 19.

A. One of our basic needs to be happy is economic security, and life insurance supplies that need.

B. Life insurance policies are sound investments because you can always borrow on them in a time of emergency, and this makes your family feel secure.

Set 20.

A. Economic depressions have taken their heavy toll of life insurance policies, but Americans still believe in life insurance.

B. With successive depressions life insurance has grown in stature in the eyes of Americans.

Paragraph Five

From a realistic point of view, that pronunciation is best that is most readily understood, and that pronunciation is most readily understood that is used by most people. Thus a standard of pronunciation for the American broadcaster is reasonably based upon the speech heard and used by the radio audience that the broadcaster reaches. This means that the broadcaster would use the pronunciation that is spoken by the educated people of the area served by the station. If the station is a local one, the broadcaster would do well to pronounce words as the educated people of his community pronounce them. Otherwise he might run the risk of being difficult to comprehend or of alienating the approval of his audience. When a broadcaster speaks over a powerful station or nationwide hook-up, he desires to use a pronunciation that is most readily understood by the majority of his listeners. In such an event, the broadcaster would be well advised to use a pronunciation widely known among

phoneticians as "General American," the standard presented in this book.*

Set 21.

A. All broadcasters should use the same dialect of pronunciation. Then everybody could understand them better than they do now.

B. The broadcaster should make his pronunciation agree with that of the majority of his educated listeners.

Set 22.

A. Whether the broadcaster speaks over a local station or a nationwide network, his speech problems are the same.

B. The broadcaster over a nationwide network should use the "General American" pronunciation.

Set 23.

A. Broadcasters have to guard against speaking an American dialect that sounds strange to their audience.

B. There is only one correct dialect of American speech.

Set 24.

A. Good broadcasters are invariably easy to understand.

B. Mispronunciations grate on the ears of many radio listeners.

Set 25.

A. The *NBC Handbook of Pronunciation* contains variant pronunciations for broadcasters of local stations in the South, North, East, and West.

B. One standard of pronunciation for country-wide

* From *NBC Handbook of Pronunciation*, with permission of the publisher, Thomas Y. Crowell Company.

broadcasting is recommended in the *NBC Handbook of Pronunciation*.

Answers on page 283.

If you wish to speed up your reading efficiency, plan to practice for a long time—until you arrive at the goal you set for yourself. Remember: you can never reach your full capacity. There's always room for improvement.

Chapter Six

MASTER THE INTERVIEW

A friend of mine, a leader in the life insurance business, sometimes gets his shoes shined five or six times a day. Twice a year he interviews young men to build up his sales force. He wants to put them at their ease in case they are awed at meeting the president himself. Soon after the secretary shows a young man in, she says, "I'm sorry to interrupt, but the bootblack just came in. Shall I ask him to come back later?"

Then my friend turns to the young man and says, "What do you say we have our shoes shined while we chat?" The young man says "Yes," and is completely won over. The whole routine breaks down formality. It's a gesture of comradeship. (The shines are on the house, of course.) And it's an excellent way to begin that kind of interview.

Dr. Paul Klapper, when he was president of Queens College, always stepped into the anteroom to greet his interviewees and escort them to the inside office. He could have buzzed his secretary and said, "Next." But he never did that. His deferential treatment always helped to launch the interview smoothly.

Sydney Eiges, vice-president of the National Broadcasting Company, makes a habit of coming from behind his desk as you enter his office. He sits opposite you; both of you in armchairs. Aside from the physical comfort the easy chairs provide, you are put on a friendly, equal footing—no barrier of a desk between you. This, too, is a kindly, effective way to begin.

Good Interviewees Are Ladies and Gentlemen

As you call on leaders, notice how they break the ice. Notice how considerate they are of your feelings. Yet they're not too familiar, because familiarity might embarrass you as much as aloofness. They have learned that genial courtesy helps them achieve their ends. They are leaders *because* they never forget "the human element" in dealing with people. They constantly think in terms of "How would I feel if I were in the other fellow's place?" That's why you, too, will want to make others feel comfortable when you interview them.

You will use the interview perhaps more than any other speech form in your career as a leader, particularly in the business world, where the most important talking and listening you do is between you and your associates. Other speech forms are also important to your advancement—conducting a conference, making a platform speech, and so on. But the business leader ordinarily depends on the interview more than on the others.

Let's try a short quiz on interview technique. There are twenty-five statements in this quiz. If a statement

is true or virtually true, put a *T* before it. If it is false, put an *F* before it. Then score your results according to the answers printed on page 283.

QUIZ 16: How's Your Interview Technique?

Directions: Answer *Yes* or *No* to the following statements:

- ... 1. Interviews should be conducted with only two people present, the interviewer and the interviewee.
- 2. It is usually advisable to take notes during rather than immediately following the interview.
- .. 3. Trick questions are useful to test the mettle of the interviewee and are therefore recommended.
- . 4. A good interviewer can learn enough in a fifteen-minute interview about a person to make reliable judgments about this character.
- .. 5. A good interviewer usually does more listening than talking.
- . . 6. If you put the interviewee at ease he becomes over-familiar.
- ... 7. An excellent way to impress the interviewee with your efficiency is to be interrupted three or four times by telephone calls or your secretary.
- ... 8. The interviewer should sit higher than the interviewee in order to remain dominant throughout the interview.
- .. 9. If an interviewee avoids looking you straight in the eye he is not as honest as he should be.

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. 10. The best interviewers use slang in order to make sure the interviewee understands.

. 11. The more information about an interviewee's background you can get before the interview takes place, the more successful it is likely to be.

12. A question that begins with "Don't you think . . ." is called a leading question, and is a good one to use when you try to change the interviewee's mind.

. 13. Generally speaking, the more one-syllable words an interviewer uses, the more likely he is to make himself understood.

. 14. Interviewers have to guard against allowing their prejudices to influence their estimates of what an interviewee says.

. . 15. Once seasoned, an interviewer can tell whether a man would make a good candidate for almost any job by asking him five or six questions.

. 16. A well-conducted interview is like most other forms of speech: it has a beginning, a development, a conclusion.

. . 17. It is well to hold a series of interviews, one following another, rather than to spell them with other activities.

18. An interviewer must observe and weigh what the interviewee leaves unsaid, as well as his statements, before arriving at conclusions.

. . . 19. Most interviewees respond to the posture of the interviewer.

. . 20. One good way to make sure that the interviewee understands what the interviewer is trying to say is to restate it and ask if he understood clearly.

... 21. Most successful leaders are excellent interviewers.

22. An interview is successful when the interviewee goes away feeling better than before the interview.

23. A good interviewer listens to a reliable recording of his voice from time to time to make sure that he conveys his meaning with the right vocal inflections.

24. A good interviewer always takes the interviewee's apparent sincerity at its face value.

25. An occupational neurosis of interviewing is boredom.

The Interview Has Three Aims

You accomplish three aims through the interview. You give information. You get information. You change attitudes and behavior. When you emphasize the third aim, you conduct a *morale-building interview*. Of course the three aims are intertwined. You rarely take part in a successful interview that does not involve all three, although one aim usually predominates.

Thomas J. Watson, as you know, is chairman of International Business Machines, one of our great industrial enterprises. This remarkable company has never had a strike or any labor unrest. On numerous occasions, the large labor unions have approached IBM's employees. Each time the employees voted by more than a 90 per cent majority to reject unionization. This means that the employees are satisfied with their stake in IBM.

The leader responsible for this enviable record practices what he preaches. Every Wednesday Mr. Watson

travels to the factory at Endicott, New York, from his Manhattan office. He makes the trip to interview employees. Any employee, no matter what job he holds, is free to walk into Mr. Watson's office to speak his piece. Indeed, he's encouraged to do so. The employee may wish to register a complaint. He may want to make a suggestion. He may simply be curious to meet his company's head. Every IBM supervisor follows the same practice: his job is to listen and advise his workers sympathetically.

How different from another large company I know! While waiting to attend a department meeting the other day, I asked the receptionist if she knew the president of the company. "I've never even seen him," she said, "and I've been here over three years!" That company, by the way, has had a lot of labor trouble. The policy is to keep executives aloof from workers.

As one who studies personnel practices in business and industry, I suspect that the faithful adherence to the right kind of interview policy is responsible—more than any other single factor—for IBM's sky-high morale. For after all, unless you provide employees and management with an opportunity to talk things over, how are you going to discover and iron out differences? How are you going to win mutually helpful goals?

There are other heartening examples. Some years ago, the Western Electric Company discovered that a program of employee interviewing, conducted at its Hawthorne Works, paid handsome dividends in increased earnings, better understanding between employees and management, better morale. Soon after, many other com-

panies, impressed with Western Electric's discovery, instituted regular employee interviews. They taught their supervisors how to interview.

Let's take some examples of how problems are solved through the interview.

Case 1: Joe Butts was what we call "accident prone." He ran a divider in a bakery. Disobeying the rule, one day he took the guards off his hands and was severely cut. The company's hospitalization plan took excellent care of him and his family while he recuperated. Upon his return he refused to go back to his old job and also refused to take another job of less responsibility. He demanded to be paid the rate of a divider for doing simpler work such as that of a night watchman. He became a nuisance both to the personnel manager and to the union steward. He seemed to have a persecution complex. Eventually he took his problem to the president of the company. The president listened sympathetically, then told him that he would see the foreman, steward, and factory physician, and report back. This he did. It was the consensus that the man was suffering from feelings of persecution. The physician recommended psychiatric treatment; the foreman and steward concurred. The employee was called in to the meeting, where the president assured him of his eagerness to help and suggested that his sick leave be continued—provided that he report daily to Dr. X (a psychiatrist) who would help him. Within a few weeks the employee was back at his old job, happy and productive.

Case 2. Salesman Jones is accused by several old customers of being a bit truculent. Until recently, his record

has been free of complaints. Evidently, the seller's market right after the war went to his head, and he lost perspective, temporarily at least. The ill will is bad for the company. Yet Jones is too valuable on the whole to fire. The sales manager's task is to get the facts from the customers, and to talk with Jones and get him to change his ways.

Case 3. You have an excellent idea which you believe the president of your company ought to consider. You have to consider the feelings of some of your colleagues. You plan your interview in advance, with diplomacy uppermost in your mind. The president likes the suggestion and the foresight you used in presenting it.

Case 4. Jane Doe, bank employee, requests an interview with the vice-president. She has heard that one of her co-workers received a five-dollar-a-week raise in salary. She resents this because she believes her work is better. At the end of the interview the vice-president gets out the payroll and shows her that the raise was \$2.50 a week. He points out the objective basis on which the raise was granted, and indicates that at such and such a time she will receive a like raise. The young woman leaves the interview feeling much better.

Three of these cases involve dissatisfaction. These are common enough in the life of a leader. His job is to transform them. He will also conduct interviews to hire employees, to encourage and congratulate achievement, to criticize and warn, to invite suggestions, to discharge employees, and the like.

You have to be adaptable to unravel all the different kinds of problems you meet in the interview. Now, there

are certain rules and observations that you can use to your advantage. Let's review them.

Dos and Don'ts of the Interview

Be friendly. This above all else helps to establish *rapport*, without which an interview cannot wholly succeed. *Rapport* means "relations of harmony, conformity, accord, or affinity." It is mutual confidence and respect.

It is a very subtle thing. The tie you wear and the tone of your voice affect rapport. And so do your manners, your mannerisms, the way you smile or shake hands. If the answer to the question, "Do I like that person?" is "Yes" upon first meeting him, rapport is probably good. Your duty is to do everything possible to get the same reaction from your interviewee.

Watch your manners. All of us are subject to what the psychologists call an *occupational neurosis*. We become so used to our job that we lose perspective sometimes. We forget the other person's point of view. The tired physician forgets to translate his technical terms for what ails you and scares you to death. The waitress looks the other way when you want to give her your order. The receptionist gets out of the habit of using her "voice with a smile." You and I could add up hundreds of such occupational neuroses. Our manners may remain above reproach in our social intercourse, but become a little frayed around the edges when we work with subordinates. A firm handshake accompanying a friendly word of greeting, as you look the interviewee squarely in the eye and smile at him, all help. Asking if he wouldn't like to take

this or that chair instead of telling him to do so, helps also. Avoiding a blunt question such as "What do you want?" and beginning the interview with some passing comment is kind. Of course, you won't make a social event of a business interview, but that doesn't rule out good manners.

Don't take unfair advantage. Remember that you are in the dominant position. The interviewee begins with a kind of mental hazard because of that fact. Therefore, you will not resort to tricks. You won't make the interviewee face a strong light; or seat him lower than yourself; or make him take an uncomfortable chair while you sit in a comfortable one; or make him stand; or question his statements brusquely; or ask embarrassing questions that are beside the point. You won't criticize him, of course, or do anything that breaks the golden rule.

Don't keep him waiting. This may unsettle his nerve. He may have other appointments. If you become tied up, why not go out to the waiting room, explain the delay, and ask if it is convenient for him to wait. If not, express your deep regret and make another appointment for him.

Be composed. Before you can put another at ease, you yourself must be relaxed. That is why an occasional pause for self-evaluation is good for all of us. It's hard to see ourselves as others see us. Let's take nervous mannerisms as an example. When some people twitch or blink or jerk their heads spasmodically as they talk, such movements irritate you. They distract your attention, for one thing. Not long ago I was called into an interview by a presi-

dent of a company who dropped his penknife on his desk continually throughout the interview. This was a distracting and annoying mannerism.

Some common nervous mannerisms are ear-pulling, nose-scratching, twiddling the thumbs, biting the lower lip, running a finger between neck and shirt collar. They often betray tensions between the conscious and subconscious minds. They are likely to be contagious, in this respect: they make the interviewee nervous, too. The leader, if he wishes to be a good interviewer—indeed, if he wants to have a pleasant personality—determines what mannerisms he has, if any, and then takes steps to oust them from his life.

Postures also mean something in the interview. If the leader fidgets, if he shifts his position too often, if he jumps up and down needlessly—he breaks contact with the interviewee. Composure, you know, is a sign of self-control. And the leader should have self-control.

Speak clearly. This means many things, every one of them tremendously necessary to the success of the interview. It means clear-cut articulation; that is, enunciation of the sounds and syllables that make up words. It means standard pronunciation, used by the educated people in your community. It means a persuasive voice.

As you know, we can't hear ourselves as others hear us. That's why you are a poor judge of your own speech; I, of mine. You hear your own voice chiefly through bone conduction. That is, the vibration of your vocal cords travels through the mastoid bone which conveys it to the hearing center of your brain. But when you hear the interviewee (or others) speak, you hear his voice by means

of sound waves carried to your outer ear, which collects them for the eardrum and the rest of your hearing mechanism. That is how, also, you hear your voice on a recording machine; and why, when you hear your voice recorded for the first time, you say, "Why, that doesn't sound like me!" For your voice as conducted by your mastoid bone and your voice as conveyed via your eardrums are interpreted as two entirely different voices in the auditory center of your brain. But remember, your recorded voice is the one others hear.

That's why you will want to get a reliable recording of your voice, if you haven't already done so. Then you can be objective in judging your articulation, pronunciation, and vocal inflections. You will probably want to record your voice periodically. It helps to keep you on your toes. If you're not satisfied with what you hear, you can take your speech problems to an expert who will suggest corrective exercises.

Most important of all, you will want to make certain that your speech and voice respond well to your thoughts and emotions. Words in themselves are often poor conveyors of thoughts. If you accompany them with the right modulations, you aid your listener in understanding you. Take as an example this simple sentence, which changes its meaning as you shift the vocal emphasis:

1. *How* would you suggest we improve this situation?
2. How *would* you suggest we improve this situation?
3. How would *you* suggest we improve this situation?
4. How would you *suggest* we improve this situation?
5. How would you suggest *we* improve this situation?

6. How would you suggest we *improve* this situation?
7. How would you suggest we improve *this* situation?
8. How would you suggest we improve this *situation*?

The words are exactly alike in all eight readings. Yet each shift of emphasis brings about a different response in the listener's mind.

The quality of your voice is also worth some study. Have you ever listened to an interviewer who impressed you at first as a sarcastic, unfriendly fellow, simply by the sound of his voice? And then, as you came to know him better, you found him kind and considerate? But what about the impression he left on all those who never saw him again? Undoubtedly all of us have heard well-worded questions go astray because we misinterpreted the tone of voice in which they were asked. The leader makes his voice the servant of his mind and heart.

Ask intelligent questions. This is harder to do than many people think it is. We are so used to asking questions in daily conversation that we believe the question is just about the simplest thing in the world to put into words. But opinion pollers know what a hard job it is to phrase a question. Their job is to make the question simple and direct so that the man in the street understands it *as it is designed to be understood*. Words are slippery things. You don't always know what your words mean to someone else. You may want to try an interesting experiment. Ask your friends to define a word. I have done this a number of times with amazing results. Just recently I asked ten of my friends to define *realism*. This is what I heard: *hard-boiledness, truth, reality, unimaginativeness, dollar-consciousness, lack of sentiment, tangi-*

ble things, facts, scientific thinking, actuality. The questions you ask in an interview should be as simply worded as possible. If you use an unusual word, define it; give it a string of synonyms. You'll see the interviewee's face light up as soon as he understands. Of course, you may have to check up on whether his understanding is accurate.

You had better avoid, also, words that arouse strong feelings. Words like *Communist*, *New-Dealer*, *foreigner* are examples. They may make the interviewee tense. He's not sure whether his feelings about these words are the same as your feelings.

Slang is often a pitfall too. I once sat in on an interview (at the boss's request). He used the expression "to pull your leg." The interviewee interpreted it to mean "to ask for a loan." The boss meant it as "to kid or joke or josh." After the interview the difference in meaning was discovered. Since slang is unseasoned language, the good interviewer uses it sparingly, if at all.

Another thorn in the flesh is the leading question. Because it suggests the interviewer's attitude, the answer it brings forth must necessarily be suspect. Take as an example, "You wouldn't want to offend your coworkers, would you, Miss Doe?" Miss Doe might not mind offending her coworkers but she's not going to admit it to your face. Or take another leading question, such as, "Don't you agree that the plans we've discussed have tremendous possibilities?" Wouldn't the interviewer be astonished to hear "No"; and might not an interviewee be stupid to disagree? The trouble with leading questions is that they suggest too much. They defeat

the purpose of the interview: to get the other fellow's point of view.

Not that suggestion is bad in itself. Sometimes the interviewer uses it intentionally. But he resorts ordinarily to other means of suggestion than the leading question. Questions like "What happened next?" or "What then?" or "How do you feel about it?" are direct and give the interviewee much better opportunity to express what's on his mind than do leading questions.

Here are ten rules you may wish to memorize and apply in your interviews.

Ten Commandments for the Interviewer

1. Ask simple, direct questions.
2. Ask questions one at a time.
3. Don't ask too many nor too few questions, but just enough to obtain the necessary information or expression of the interviewee's attitudes.
4. Start with a simple question that won't make the interviewee tense.
5. Make sure you understand the interviewee's answers. If you don't, ask him to repeat or summarize what he said and then ask him if that is a correct statement. Do this as you go along.
6. Don't be too obvious in switching the conversation either into a new avenue or back into an old one.
7. If you see that the interviewee doesn't understand your question, rephrase it with an apology, such as, "I'm sorry I didn't make myself clear."
8. Don't ask trick questions to fluster the interviewee.

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9. Don't ask highly personal questions unless they are absolutely necessary.

10. Be considerate of the interviewee's feelings when you phrase your question.

Hear well. Surveys indicate that 1.5 per cent of the total population are ignorant of the hearing losses that interfere with their vocational and social adjustments. These persons are much more numerous than the totally deaf. They hear many noises and many of the forty-odd speech sounds. Their hearing losses usually develop slowly and aren't recognized until they become severe; and are hard to determine in the beginning without an audiometric examination. An audiometer is a machine to measure hearing losses objectively. Some of the early signs to identify the hard-of-hearing are these: They habitually ask you to repeat your statements. They are often inattentive in polite conversation. They turn up the volume of the radio louder than is necessary for others. They may speak too loud or too soft throughout the day. Their articulation may grow indistinct, especially the high-frequency sounds such as *s* and *sh*. They often have a strained expression as they listen. They may "favor" one ear.

We now know that many kinds of hearing losses grow worse as they continue, unless properly treated. Because keen hearing means so much to a leader, you will want to have an audiometric examination at least once a year. Then, as soon as a slight hearing loss becomes evident, go to an ear specialist for diagnosis and advice. If he prescribes a hearing aid, wear it faithfully. He may recommend lip reading and speech re-education as valuable

supplements. In other words, compensate for whatever hearing loss you may sustain in order to understand efficiently what others say to you.

Be a creative listener. You need more than keen hearing to listen well. You need to concentrate on the interviewee's words, how he arranges them, his grammar and syntax, how logical he is. For his omissions, facial expressions, postures, his line of reasoning and exposition, the moods and attitudes he expresses or fails to express, all come within the confines of creative listening. You and I make snap judgments (whether we want to or not) of others when we first see them. Our judgments would often be more reliable if we listened to them first, before arriving at conclusions.

Leaders know how to encourage the interviewee to do most of the talking. They are expert listeners who can guide the interviewee's flow of speech into profitable channels. One of the most powerful means of influencing others in the interview is to get the interviewee to put into his own words the convictions or objectives that you predetermine.

On the other hand, the novice interviewer feels that he loses his dominant position unless he does most of the talking. No, you can be dominant simply by listening profoundly. As you listen, be sympathetic. Respond to the facial expressions of the interviewee with similar ones. Help him out by giving an occasional exclamation of "That's right," "Yes, certainly," and the like. In that way you help him to go ahead and reveal what you want to know.

Allow enough time. It takes time to adjust your mind

to each new personality and problem. Sometimes you can prepare yourself for an interview by going over background material. For example, let's suppose you receive an excellent letter of application for a job. You grant the applicant an interview for two days hence. You put the application out of your mind until the morning of the interview, when you review his letter to recall his background.

Often, unexpected questions come up. It takes time to answer them—to clarify your meaning or to understand his. Frequently, you become interested in the interviewee and want to know him better. You want the conversation to drift here and there; you want to maintain a leisurely pace so you can study him rather thoroughly. All this takes time. If you hurry, you can't do these things. Budget your time. Don't crowd too many interviews into a half day. Of course, as you grow in experience, you can pretty well estimate how long this or that type of interview will take. But play safe. Spell interviews with other things you have to do. In that way, you'll do a better job of interviewing.

Hold your interviews privately. Many interviewees are shy. They hesitate to talk confidentially before others. Moreover, neither you nor your interviewee can afford distractions. If possible keep your secretary and visitors out of the place where you hold your interviews. Telephone calls and other interruptions also break the line of thought. If possible, also hold your interviews out of sight of others. Opaque, rather than transparent partitions, are the best.

Don't get in a rut. Treat each interviewee as an indi-

vidual with his own hopes, ideals, aspirations, and fascinating life history. Be natural and unaffected. Look at each interview as an interesting adventure, which it is. If you do a lot of interviewing, you will have to guard against showing boredom, particularly if you don't like to interview. Boredom, of course, is very hard to conceal, and the interviewee rightly resents it.

Be keenly observant. Quite naturally, we bring our prejudices to the interview. The leader who can always discount his prejudices makes an excellent interviewer. Of course, he has to know what his prejudices are before he can discount them. He knows that the interviewee's behavior often reveals apparent rather than real motives. He interviews Smith, and Smith impresses him as overconfident. Then he recalls that overconfidence may be a sign of inferiority feelings. "Is Smith suffering from inferiority feelings of a severe sort?" he asks himself. He interviews Jones and gets the impression that he is antagonistic. Then he remembers that antagonism is a symptom of fear or embarrassment. And thus he weighs his prejudices—perhaps we ought to call them snap judgments instead—against his knowledge of psychology, before coming to his decision. In other words, he is alert.

Follow up your decisions to see how valid they are. A vice-president of a drug firm once boasted that he could "tell as much about a man after a half hour's interview with him as scores on aptitude tests could reveal." We persuaded him to pit his judgment against the validity of aptitude tests. Over a period of a year, records were kept of twenty-five salesmen selected by the vice-president as the result of an interview; and of twenty-five

men selected on the basis of aptitude test results. The vice-president had done a pretty good job, but his batting average was about 20 per cent less than that of the aptitude tests.

The vice-president evidently had remembered his successes and forgotten his failures in estimating men. He thought too highly of his intuition. Intuition, whatever it is, is no doubt valuable; but it should not displace reliable methods of measuring abilities. Perhaps you will want to keep notes to help you follow up your judgments of interviewees. You can use your notes in "post-mortems" to see wherein you failed or succeeded—in order to make your decisions more reliable in the future.

Write up your notes after the interview. The chief reason why you ought to keep notes, is that your memory, no matter how good it is, is subject to error. Psychological experiments prove that when you restate your impressions at a later time, without the help of notes, you make incorrect additions and omissions. That's why even the greatest leaders keep notes of their interviews: Churchill and Roosevelt are good examples.

Write up your notes after the interview so that you don't run the risk of embarrassing the interviewee. You have perhaps already noticed how interviewees stop talking as you write. Some begin to hesitate, and their speech loses its customary flow. Evidently, your written record chokes them up. Some interviewees object to having their words taken down. They'll tell you so, and this ruins rapport. Of course you may have good reason at times to break any of these hard and fast rules. If your interviewee is embarrassed by your direct gaze, he may be

thankful to see you scribble as he talks. Or you may impress him with the importance you attach to his interview because you go to the trouble of taking notes.

Frequently a simple form serves just as well as detailed notes. You may find Form A of The National Institute for Human Relations useful.

On occasion you may want to summarize the interview in a memorandum before the interviewee leaves. For example, the head of a publishing firm interviewed an author of a magazine article. The publisher thought it would make a book if expanded in certain directions. They talked over the terms of a contract. When they agreed to go ahead on the project, the publisher said, "May I call in my secretary and dictate a memorandum? I'd like you to hear it so you can make corrections. Then we'll turn the memorandum over to our contract department and they'll send you a contract to sign." This procedure often saves time and confusion.

Keep healthy and vigorous. Obviously, you can't carry on a good interview if you feel sleepy or irritable. We do our best work when we feel well. If, then, you are overtired or worried, your judgments of men will suffer. The leader has a heavy responsibility to keep healthy of mind and body.

Make use of the nondirective technique. As you grow in responsibility, you will in all probability have to face an increasing number of people who are dissatisfied. They'll come to you for guidance and justice. They will protest that they want advice, and when you give it, you will find in many cases that they won't follow it. The reason is that the advice, although well meant, doesn't

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THE NATIONAL INSTITUTE FOR HUMAN RELATIONS INTERVIEW FORM A

Date..... Rated by Interviewee's Name.....

Address

Instructions to rater: Check the line above the terms which best describe your judgment of the interviewee. Consider all three specifications for each item before recording your judgment. Weigh each item separately and judge it without reference to the preceding items. If the interviewee does not fit any one of the three sets of specifications for a given item, block out square between two sets. If tests are subsequently administered to the interviewee, record his scores in the spaces provided.

ITEMS

<i>Appearance:</i>	<input type="checkbox"/> Unkempt, sloven	<input type="checkbox"/> neat, well-groomed	<input type="checkbox"/> modish, over-dressed
<i>Mannerisms:</i>	<input type="checkbox"/> complete composure	<input type="checkbox"/> recurrent gestures	<input type="checkbox"/> nervous, annoying habits
<i>Facial expression:</i>	<input type="checkbox"/> repellent	<input type="checkbox"/> responsive	<input type="checkbox"/> lively, pleasing
<i>Voice:</i>	<input type="checkbox"/> clear, pleasing	<input type="checkbox"/> adequate	<input type="checkbox"/> indistinct, defective
<i>Articulation:</i>	<input type="checkbox"/> jumbled defective	<input type="checkbox"/> distinct	<input type="checkbox"/> cultivated
<i>Manners:</i>	<input type="checkbox"/> gracious, well-bred	<input type="checkbox"/> average	<input type="checkbox"/> rude, gross
<i>Communication:</i>	<input type="checkbox"/> slow of comprehension	<input type="checkbox"/> nearly always grasps meaning	<input type="checkbox"/> exceptionally keen
<i>Judgment:</i>	<input type="checkbox"/> unusually sound	<input type="checkbox"/> considered	<input type="checkbox"/> lacks balance, irrational
<i>Stability:</i>	<input type="checkbox"/> hypersensitive	<input type="checkbox"/> well-poised	<input type="checkbox"/> exceptional poise, sense of humor
<i>Confidence:</i>	<input type="checkbox"/> decided-self-assurance	<input type="checkbox"/> wholesome self-confidence	<input type="checkbox"/> hesitant, apologetic
<i>Friendliness:</i>	<input type="checkbox"/> distant negative	<input type="checkbox"/> approachable	<input type="checkbox"/> elicits warm feelings

TEST RESULTS

<i>Intelligence</i>	(e. g. Otis Self-Administering):
<i>Temperament</i>	(e. g. Bernreuter Personality Inventory):
<i>Coordinations</i>	(e. g. Macquarrie Test for Mechanical Ability):
<i>Interests</i>	(e. g. Strong Vocational Interest Blank)
<i>Special Abilities</i>	(e. g. Moss, et al Ability to Sell):

Summary estimate.....

always suit the person's understanding or needs, usually the former.

You learn from experience, in dealing with these cases, that you can often do a lot of good simply by listening sympathetically. Let them do most of the talking. Don't ask them a list of questions. This kind of interview is called *nondirective*. Its helpfulness to the troubled individual is often very great. Psychiatrists, psychologists, and educators are all enthusiastic about the benefits of the nondirective interview.

Here is what it does: It lets you, the leader, know how the follower feels about the situation. Take Case 4 on page 162 as an example. Jane Doe was certain that she had been treated unfairly even though the facts proved her wrong. While her reasoning wasn't sound, she nevertheless *believed* she was mistreated. Her attitude was harmful to morale. Once she had an opportunity to get it off her chest in a sympathetic atmosphere, she felt better.

If our vice-president did a good job of interviewing this woman, he simply encouraged her to "talk it out." Then, when she had her say, he came forth with the facts and reassurance. If he did a poor job of interviewing her,

he broke a number of tried and tested rules, and she left his office with as much, if not more, resentment than when she entered. What are those rules? Some of them, as we shall see, coincide with the rules for conducting successfully any kind of interview. Others bear directly on the nondirective type.

Nine Hints to Improve Nondirective Interviews

1. Don't try to direct the interviewee's thoughts. Let him ramble, if he must. Don't say, "Now, let me ask you some questions," in the hope that you can shorten the interview. You can shorten it in that way, of course, but the results will be unsatisfactory. No direct or leading questions.

2. Reassure the person that you appreciate his reasons for coming in; that you are very much interested to learn his point of view. Your sincere interest will help him express his tensions.

3. Don't argue with him. If you do, you put yourself on his level (psychologically). Your job is to get the story with the hope of bringing about a solution. Remember, arguing is likely to put all of us on the defensive. We then try to justify our stand rather than trying to arrive at a compromise or understanding.

4. Don't interrupt with gratuitous advice. "Well, don't you see? Right there is where you did wrong. You should have done so and so." No. Remarks like that dam up the flow that must run freely in this kind of interview. Let him do the talking until he's had his complete say.

5. Read between the words the person is speaking.

Many of us are inhibited. We keep back more than we ought to. For example: a man suffering from depression felt that he ought to give up his job; he believed he wasn't earning his salary. He began to talk about his wife—how she was very critical of him around the house. Later on the interviewer learned from the psychologist that the word "critical" was a euphemism in this case. She was a pathological nagger.

6. Note well and remember the things the person omits or does not want to talk about, for these may be even more significant than what he says.

7. Don't take sides or defend those involved who are not present. The objective is to drain off tension and obtain definite impressions of the person, his ways of thinking, and the like.

8. Be careful what you reveal to the person through your eyes, voice, postures, gestures, and facial expression. Otherwise, you may defeat the purpose of the interview.

9. Don't moralize and don't scold. Don't express hasty disapproval of his conduct. It creates feelings of guilt, and often, repressions. The result is that you lose his confidence. Instead, at the end of the interview you may wish to summarize in a few words what he has said, to make sure you have his point of view.

When you follow such rules, you conduct a good non-directive interview, because you do not try to channel the conversation into the way you think it should go; you do not provide a ready-made solution to the problem; you do not analyze the background of the problem. Emerson said that when we share a joy it increases; when we share a sorrow, it decreases. As a leader you can help

decrease sorrows by conducting excellent nondirective interviews.

End the interview on a constructive note. As a leader, your purpose is to send the interviewee away a better person for having talked with you. When he leaves you with his thoughts better ordered than when he came in; when he takes with him a more constructive attitude than when he entered—the interview has been a success. In sending him on his way, it is your responsibility to add to his stature as a person—to help make him a more useful member of the group you lead.

Chapter Seven

CONDUCT EXCELLENT CONFERENCES

Right after World War II all of us saw a front-page picture of a Washington conference. The President called together management and labor representatives to lay plans to prevent strikes. When psychologists saw the picture and heard about the details they doubted that the conference could succeed. It was staged all wrong. Their doubts were confirmed: it failed to achieve its purpose.

In a large ballroom, seated at an oblong table—perhaps seventy-five feet long—leaders of labor unions and leaders of management sat on opposite sides, the best vantage points for glaring. This arrangement forced the delegates to think in terms of “my side” versus “your side.” Too many onlookers were present. Statisticians and other experts buzzed around the room. They distracted the delegates’ attention. No spirit of intimacy could prevail.

The ballroom was red: it had red chairs, red draperies, wallpaper with red predominating, a red carpet. Now, red is an excellent color for dance halls; but it is about the worst possible color for a conference room. The best

color for a conference room is a light green. We call the preferred shade "irenic green" because "Irene" means *peace* in Greek. This shade of green is used to decorate insane asylums and mental hygiene clinics. Why? Because experiments prove that it helps to soothe nerves and quiet emotions.

This point about color illustrates how important details are in making conferences succeed. The modern leader endorses the psychological law: *In human relations the "unimportant" things often become the important things.* The effect of the physical details upon the conferees proves this law. For the conference is a showcase of human relations.

How to Set the Stage

Let's return to the Washington conference. Let's rearrange it to satisfy the psychologists. Let's begin by seating representatives of management and labor alternately. Put place cards on the table. If the representatives are strangers to one another, print the names in large letters on both sides of the card. That way you make sure everybody can call everybody else by name. It makes them feel important. Make sure you seat them alternately. It breaks up "sides," promotes "togetherness."

Seat them at a round table. Triangles, ovals, squares, and oblongs never do so well in making for oneness of purpose. At a round table you see everybody, and everybody sees you. This aids communication. The round table actually nurtures cooperation, the willing effort of the conferee to further the common good of the group, even at the cost of personal interests.

Let's keep the room well ventilated. Be kind to non-smokers. Remember: fresh air helps to make clear thoughts. Keep the temperature at 68 degrees Fahrenheit: warm enough for comfort; cool enough to discourage drowsiness. Why not keep the air sweet to the nose with Airwick?

Pick if possible a green room. Let it be a quiet room. Sound-absorbent ceilings, cork or carpeted floors, noise bafflers around windows and doors—all make for peace and quiet. Hang pleasant pictures on the walls—peaceful scenes. Modern abstract art makes many uneasy (subconsciously) because they don't know what the garish splotches mean. Of course you'll prefer a room with indirect lighting because it's easy on the eyes. Did you know that nervous, high-strung men and women usually suffer from eyestrain? Soft light helps to relax them. The whole idea is to influence conferees to work well together by using the right "props."

Cover the conference board like a billiard table. The felt pad lessens the nervous thumper's noise. When he learns that his fist-pounding doesn't make a lot of racket, he'll probably give up trying to impress others that way. Set the table with ash trays, matches, water, pads, and pencils. Have a blackboard and a recording machine handy. Seat your conferees on comfortable chairs; for a relaxed back makes for a relaxed mind.

Try a Recess

If the conference drags, declare a recess and serve refreshments. They help redistribute the blood supply. One business leader I know has sandwiches and coffee

brought in after the first two hours. Don't serve cocktails or highballs since they befuddle some; make others hilarious.

During the recess, play background music softly. Music, of course, influences our emotions. Don't play pulse-quickenning tunes if the conferees are excited—like *Stars and Stripes Forever* or *The Marine Hymn*. Quiet them down with Stephen Foster's *I Dream of Jeanie with the Light Brown Hair*, or Brahms's *Wiegenlied*, or MacDowell's *To a Wild Rose*. Such airs have a soothing effect. One successful conference leader I know announces the recess with a humorous admonition to the members to chat about anything except business until he calls the conference to order again.

Not Too Many

The ideal number at the conference table is the same as for a friendly game of poker—seven. This number allows three representatives from each side (if there are sides) and a leader. Ideally the conferees should be peers—equal in position—because they have to pool their thinking. When they represent similar degrees of responsibility their “group thinking” is usually better than when wide differences in accomplishment exist among them. When more than twelve attend, the conference is likely to be unwieldy. Perhaps you ought to try a panel in that case. At a panel, several members speak and then answer questions asked by the audience.

Do well-staged conferences succeed if the participants lack good will and emotional control? Not usually. The character of each person who sits at the board is, of

course, important. But let's not neglect the details of tagging the conference. When the details are right, they go a long way to assure success.

Traits of the Successful Conference Leader

Whether a conference succeeds or fails depends upon its leader. What traits of personality should the conference leader have? Two tower above all the others generally associated with leadership.

He has the respect and admiration of the conferees. Conferees are human, and their minds often work at cross-purposes. The leader recognizes that fact and keeps things moving smoothly. He knows that human nature is often more interested in defending a suggestion than in improving it. The child in us won't always let us be objective. The stubborn one, the tender soul, the taciturn—all kinds sit around the board. The successful conference leader knows how to cajole, reason, implore, and sometimes scold, without offending any of these types. And he can't do that unless he has their respect and admiration. They feel in their bones that he is honestly trying to do the best for all of them.

In 1907 President Theodore Roosevelt sent his Secretary of the Treasury, George B. Cortelyou, to see the great financier, J. P. Morgan, about a serious matter. The Federal treasury was almost empty—there was no more gold supply. The financial blizzard was about to bluff out the economy of the country. Those were the days before we had a Federal Reserve bank. Would Mr. Morgan come to the rescue?

Morgan called together in his home the top bankers

—men of vast power and independence of mind. Many of them were bitter enemies. Some of them hated Morgan. But all respected and admired him. He was the rallying ground. Because of his ability to hold them together to work out a plan, the country did not go bankrupt. The key to his ability to hold the bulls and bears around the conference table was his own rugged character.

Five years later he told a government committee how much investment value he put upon character. Morgan took the witness stand to testify in the congressional Pujo Inquiry. Samuel Untermeyer was the committee's lawyer. Morgan stated, "I have known a man to come into my office and I have given him a check for a million dollars and I knew that he had not a cent in the world." The dialogue between Morgan and Untermeyer was as follows:

Question. There were not many of them?

Answer. Yes, a good many.

Q. Commercial credits are based upon the possession of money or property?

A. No, sir; the first thing is character.

Q. Before money or property?

A. Before money or anything else. Money cannot buy it.

Q. So that a man with character, without anything at all behind it, can get all the credit he wants and a man with property cannot get it?

A. That is very often the case.

Q. But that is the rule of business?

A. That is the rule of business, sir.

Morgan's belief in the importance of character was as sturdy as his own character.

One of the financiers who attended Morgan's conference was E. H. Harriman. Otto Kahn described him some years later in this way:

Harriman was a newcomer, looked at askance, somewhat in the light of an intruder. His ways jarred upon several of his new colleagues. He was considered by some of them as not quite belonging in their class from the point of view of business position or financial standing—as a free lance, neither a railroad man nor a banker nor a merchant. Within one short year he had placed himself at the head of the board (of Directors), and become the ruling spirit, the dominating force of the enterprise. If you ask me how this amazing transformation was accomplished, I can only refer you to other examples which history records of the phenomenal rise of those exceptional beings whom Providence has endowed with such qualities as to compel the acceptance of their leadership by their contemporaries.

Morgan and Harriman represent the leader who conducts successful conferences under trying conditions. He succeeds because conferees respect and admire him. That's why the young conference leader must work hard to increase his hold on the conferees. He can cultivate respect and admiration by hard work, accomplishment, and integrity.

The leader is a good speaker. "Conference," the dictionary says, comes from the Latin, meaning "to bring together." The leader brings conferees together to talk, to share information, to exchange opinions and ideas, to create new attitudes. He achieves these ends through

speech. Above all else, his speech is persuasive. His voice is the ready servant of the thoughts and feelings he conveys.

Aside from using clear articulation, good pronunciation, pleasant vocal inflections, and all the other building blocks of good speech, the leader follows certain rules when he presides at a conference. He looks at someone all the time he is speaking, but not at the same person, to be sure. Rather he shifts his gaze to hold everyone under his spell as he talks. Whether he sits or stands, he avoids unnecessary movements because he doesn't want to take the chance that he might draw attention from what he has to say.

He pauses occasionally, at the right time, to allow what he says to sink in, to give himself time to catch his breath, and time to phrase his next thought. Because excellent speech means so much to the leader's success, he practices to improve his speech long before he "arrives." I have known many leaders to coach or take courses in debating, interviewing, voice and diction, public speaking, and the like, after—as well as before—they had reached high positions in the business world. And mind you, they were already good public speakers. Such leaders want to prevent growth of poor speech habits; they realize that regardless of their public speaking experience they can always improve their speech.

Since he commands respect and admiration and is an excellent speaker, our leader has little trouble in mastering the art of how to conduct a conference. He pays close attention in planning as well as leading the conference to the following points.

Basic Rules for the Conference Leader

Put your conferees at ease. As a leader you'll conduct conferences among your friends. Usually they'll know one another, as in the case of the bankers' conference referred to above. However, they may be strangers to one another; or to you. In all three instances your first job is to put the conferees at ease. How you do this depends upon your good judgment—of the conferees as people; of the situation; of the problem and its background. You may want to call old acquaintances by their first names. Or there may be an unwritten law at your place of business to use "Mr." in formal meetings. If so, friends will forgive you for being formal.

It is better to lean toward formality than toward over-familiarity. While familiarity may not breed contempt, it lessens admiration. And the leader can't afford to lose admiration. The leader should be at the place of meeting ahead of time to greet strangers and make the introduction. Be sure you have the names and their pronunciation correct before using them publicly.

Give a good opening speech. The leader sets the tone of the conference with his opening remarks. These remarks should help put the conferees at ease, and should include a statement of the problem. Remember: the conference that succeeds is the one the leader prepares for. He has the problem of the conference clearly in mind and he thinks it through before the meeting. His opening remarks reflect his thorough preparation.

The good opening speech usually ends with a simple

statement of the objectives of the conference. Let me recall a conference I recently attended and go through the opening speech of the leader. The words won't be the exact ones he used, but their progression remains vividly in my mind. The leader is the executive vice-president of a pharmaceutical manufacturing company. He called a conference of seven department heads and a consultant. The conference was held in his large office. As the department heads came in he introduced them to the consultant. When the last man came in, the vice-president said:

We've been talking off and on for the last two years about raising morale. It's always a big job everywhere—to maintain and raise morale—and I believe we do about as good a job in that respect as any other firm. Thanks to you fellows, production is high and I hear surprisingly few squawks. But we can't afford to be satisfied. The reason we're having this conference is to get as many suggestions from all of us, including our guest, as we can.

We always find so much to talk about when we get together at these conferences, we sometimes lose the main point. So this afternoon—I want to make a good impression on our consultant—I'm going to write down on the blackboard all the suggestions we get. Better yet, let's ask Tom to be the blackboard secretary, since he's closest to it. Now let's see whether we can think of suggestions that we can really sink our teeth into. Let's discuss each suggestion as it's made, and don't spare the horses. We've all known one another long enough to be able to take criticism of a suggestion in our stride. Any questions? All right, let's pool our suggestions on: "How Can We Raise Morale Here at the Home Plant?" Joe, you look as if you want to say something. How about it?

Joe said he thought the bulletin boards could stand overhauling both as to appearance and what was put on them. He thought that if they were dressed up they'd be more appealing and morale would benefit. Tom then wrote on the board: "To dress up bulletin boards—Joe."

The discussion about the kind of materials that should be put on the bulletin boards, who was to be responsible for them, etc., was a good opener. The conference got a lot done. It moved well from the beginning because the vice-president had given a succinct, friendly opening. It set the tone.

Define your terms. In the conference just referred to, the conferees understood the term "morale" because they had talked about it before. Suppose, however, the vice-president had called the conference to inform the department heads about a new system of cost control to be installed, whereby a firm of experts would make a study in the plant and the department heads would be expected to cooperate. His opening remarks would then include a detailed definition of "cost control"; why the new system was being installed; what the implications were; how the department heads could help. He might then end his introductory speech by asking for questions and comments from each conferee.

Keep conferees' ideas in mind. Have you ever attended a conference in which someone made a suggestion that the leader ignored? Or perhaps he said, "Shall we hold that suggestion for the time being?"—and then never returned to it. He probably meant to do so, but forgot. Result: resentment on the part of him who made the suggestion. The other conferees probably wondered whether

the leader's memory was poor; or wondered if he had some ulterior motive in neglecting to return to it.

If the leader invites suggestions, he must take up each and every one offered. To be sure, there are times when this or that suggestion may be shelved temporarily with an expression like, "Shall we hold that suggestion until a little later?" The leader then jots down a reminder.

Suppose that the conference comes to an end before the suggestion can be taken up. A useful procedure then is to say something like: "Well, we've had so many things to talk about that we haven't yet taken up these suggestions. Let me read them off to you. Bob (or Mr. Smith), you'll recall, suggested. . . . And Tom (or Mr. Brown) made this suggestion. . . . Because the time is up, shall we put their suggestions on the agenda for next time? Is that all right with you, Bob? Tom?" That way everybody gets recognition for his contribution. Respect for the leader grows because he treats all suggestions with high seriousness. The result of this procedure on the leader's part is an actual raising of the quality of suggestions; it keeps them at a high level.

Encourage timid souls to do more talking. You and I know many shy men and women with excellent ideas. However, they prefer reticence to sharing their ideas in public. As a conference leader your responsibility is to get the timid conferee to talk. You simply coax him along without being too obvious about it. One way is to ask him a direct question now and then. The tone of your voice, the way you use his name when you address him, the encouraging expression on your face, the compliment you pay him as a reward for his attempt, all help—provided,

of course, that you don't overdo any of them. If you should exaggerate, you'd only embarrass him more. Let your first question to him be easy—one you're sure he can answer to good advantage. It may be simply a question of fact: "Do you remember, Fred, which railroad gave us the best service last year?" (Since Fred is in charge of the shipping department, you're safe in asking him that kind of question.) Once he breaks the ice with a definite answer or suggestion his courage is likely to grow.

Shyness is everywhere. About a third of the adult population of America name it as the greatest handicap in their lives. Some of us are shy in one situation but not in another. I have known, as undoubtedly you have known, many a man who could talk easily in conference with co-workers; but let him represent his company at a convention conference, and he's tongue-tied.

Another way to help him loosen up is to compliment him privately. Reassure him. The Caspar Milquetoasts ordinarily need a lot of reassurance to bolster up their doubtful and flagging spirits. You find that these men and women often have good suggestions to make. They are sometimes deep thinkers, good analysts. Your job as conference leader is to uncork them, for the good of the conference.

Professor M. F. Stigers in his excellent text, *Making Conference Programs Work*, says that you can get the timid conferees to talk by giving them this interesting fact to think about:

When a person attends a meeting and does not participate in discussion he will usually take away with him less than

one-fifth of the valuable information that is presented and may take away as little as one-twentieth, or even nothing at all. On the other hand, a person who participates in the discussion as much as possible or as much as etiquette permits, can take away most of the helpful information that is presented. Saying these and similar things to a conference group is usually effective.*

Squelch the eager beavers without hurting their feelings. The leader who conducts excellent conferences follows the share-the-talk plan. He sees to it that everyone present has an opportunity to make his or her contribution. He restrains the irrepressibles from doing all the talking. His task is to curb them without hurting their feelings.

He can do at least three things to keep them in hand. Instead of throwing out questions to the group, he can address each question to a conferee. Or he may have to conduct the conference formally and announce in his introductory remarks that each speaker will be recognized by the chair. (This is the least satisfactory of the four ways—to be used only as a last resort.) A third way is to cut in on the long-winded speaker. Of course, you can't cut him off in the middle of a sentence. But be ready to pounce when he comes up for air. Perhaps a statement like this will do: "Thank you for bringing that point to our attention. May I break in to emphasize. . . ." (Turning to another conferee): "Would you agree, Sam?"

Occasionally the would-be talker loses all perspective. He has so much to say and is so eager to say it, that you

* Stigers, M. F., *Making Conference Programs Work*. New York, McGraw-Hill Book Company, Inc., 1949.

can't repress him in any of the three ways already mentioned. You'll then probably have to have a private chat with him. Be diplomatic: perhaps you'll want to ask him to help you get Sam (a timid talker) to do more talking. You suggest that he hold himself in until called upon. Make clear to him that he'll help you achieve a worthy end. Such a suggestion doesn't bruise his ego as a direct bawling out or sarcastic remark would do. Your chat with him may even add to his sense of importance and make him see how thoughtless he has been.

Keep things running smoothly. This depends basically upon the leader's personality and the preparation he brings to the conference. Successful conferences, may I reiterate, always result from careful planning. Here are a dozen questions, with comments, that you may want to review before each conference you preside over. If your answer to all of them is yes, you will be well prepared for your conference.

QUIZ 17: Conference Questionnaire

1. *Is there a good reason for calling this particular conference?* Conferees don't usually do their best at shadow-boxing. Neither does the conference leader. However, when all of them sense that something useful may come out of the discussion, they take a more active and intelligent interest than otherwise. You may want to stress "the reason" in your opening remarks. Also why they were chosen as the conferees.

2. *Do I know enough about the topic to preside successfully?* If not, you probably won't accept the invitation

—unless you can't dodge it. If you feel that your knowledge of the subject is inadequate to enable you to do a good job of presiding, read up on it, consult with others, and do everything possible to fill in your gaps. If you can't do that and still have to preside, you will protect yourself by admitting your handicap at the meeting. Tell them that you will act as chairman rather than as leader of the discussion. For seasoned conferees can identify a "bluffer"; but they admire the man who knows his limitations, if they are real ones.

3. *Am I satisfied with the wording of the topic of the conference?* Have I used simple words? Is the topic more challenging phrased in a declarative sentence or in a question? (Usually the question form is better.)

4. *Have I planned my opening statement so that it won't take more than three or four minutes?* While you as the leader will probably do more talking in the beginning than any one of the conferees, you'll of course want to refrain from long discourses in which you try to anticipate everyone's contribution. Conferees consider leaders who lecture to them condescending. Don't take on the role of a teacher talking to a group of students. Rather, lead others to do the talking.

5. *Do I have an amusing incident or story to relate early in the conference in order to put everybody at ease?* Remember: good humor is the watchword. If you start out with it you insure a good beginning; you help to make it "an era of good feeling." When and if things get tense you have a precedent to return to. Better have two or three stories ready for emergencies, particularly if you know that there will be hotheads present.

6. *Have I included in my plans for the opening statement the purpose for discussing this problem with these conferees at this time?* The greater the sense of urgency or immediacy you can give to the conference, the better the results are likely to be. A good conference leader ordinarily is a salesman in the sense that he "sells" the conferees on the importance of the conference results.

7. *Have I listed the objectives of the conference in simple words—in one, two, three order—in my introductory remarks?* Even though your audience may be expected to know long words, you will be safe in using short ones. Make things as easy to understand as you can. Say, for example, "This conference is expected to find the answers to these questions: One . . . , etc."

8. *Have I prepared a list of questions to throw out to the group when and if the doldrums come?* Some leaders prepare a long list of questions. Just as soon as one of them is answered in the discussion he checks it off. If, then, halfway through the conference, he sees that a number of the important ones haven't been approached, he begins to "feed" them to the group.

9. *Have I checked up on the physical arrangements of the place of meeting?* You may have no alternative but to meet in an undesirable conference room. By compensating for its shortcomings with first-rate preparation on your part, you'll be doing the best you can to make the conference succeed. On the other hand, if you have some choice, spend some energy ahead of time in selecting and arranging the best room available.

10. *Do I have a plan of reminding the conferees of the objectives of the conference from time to time?* Keep the

objectives before you. You may want to write them on the blackboard, too, and ask the conferees in your introductory remarks to keep them uppermost in mind. Swing the discussion back to them as soon as it begins to meander.

11. *Have I listed my prejudices (if any) about this subject or any of the conferees—so that I can guard against being unfair?* All of us have prejudices. Before we can control them, we've got to identify them. As we saw in an earlier chapter, the democratic procedure in dealing with others is the most rewarding—all the way round. The democratic leader always knows his own prejudices so that he can control them. His responsibility to do so is especially heavy when he presides at a conference.

12. *Am I looking forward with pleasure and anticipation to presiding at this conference?* Enthusiasm and optimism are contagious. Unless you feel sanguine about the outcome of the conference the conferees cannot be expected to do so. Remember what the term "leader" implies. If you have prepared for this conference with a sincere heart, know that there is very good reason for it to succeed.

Answers on page 284.

Keep terms well defined. You will, of course, define your own terms whenever you speak. But your responsibility goes beyond that. You may have to ask conferees to define their terms many times at one conference. Some will not interrupt a speaker for a definition, and thus his part of the discussion may be worthless to a number of the conferees. At a conference I attended the other day, a man used the term "turret lathe" in illustrating his

point about time-study methods. The leader was quick to point out that several of the conferees would be grateful if he would explain what a turret lathe was. The definition helped a lot.

Often you may have to ask someone to define an adjective. "What do you mean by 'A *terrific* amount of time is lost in your department because . . . ?' " Conferees soon learn to speak in a circumspect way when they know from experience that their leader holds them responsible for the terms they use.

Discourage private discussions. For a word now and then to be passed between two conferees is of course common and to be expected. The leader, however, must not permit a running discussion to take place between two or more conferees while the conference goes on. All "asides" of more than a word or two are suspect, and the leader discourages them. The leader sometimes turns the discussion to the whisperer. He may ask him a question, or give him some responsibility, such as keeping minutes or writing on the blackboard. The main idea is to keep everybody's attention centered on the speaker who has the floor. If he's long-winded, and private discussions arise out of boredom, then the leader's job is to prick the windbag.

Don't let cross-table discussions get out of hand. Quite commonly you come upon "purple patches" in a conference. That is, a topic is uncovered that interests two or three members very keenly. They take up the gauntlet with enthusiasm and purpose. But unless the leader controls it, this cross-table discussion may become like the tail that wagged the dog.

Let's assume that the leader stands every time he

speaks. As he brings up the subject that arouses the cross-table discussion he sits down. He wants it to continue, say, for two or three minutes. When the time he has set in his own mind expires, he stands and breaks in—turning the discussion into the main channel. Conferees soon catch on to his standing and sitting signals and respect them. His job is never to let the conference get out of his control. If that happens, he is no longer the leader.

Make use of mechanical aids. Here we can use not only the blackboard, the easel, graphs, etc., but certainly we must include the recording machine. As you know, recorders come in three main types—platter, wire, and tape—and in all sizes and prices. If you do a lot of conference work you'll find a recording machine useful indeed.

Here is one illustrative use. A chemical company sponsors a dinner meeting once a month for its foremen. At one of their recent dinners they took a phonographic recording of the guest speaker's address. Apprised beforehand of how his speech was going to be used later on, the speaker presented six main points in his address. The following week, teams of six foremen met in small conferences. They discussed the six points, one each. The personnel manager acted as the conference leader. When questions arose as to what the speaker had actually said, they played the recording to find out.

Here's another use. You may want a permanent record of the conference, but you don't want a secretary in to take it down in shorthand. You and the conferees agree to record the whole conference for future reference. So you arrange for a microphone to be at each conferee's place. You then preserve the platter or spool recording.

Your secretary may play it back to make a written record of the conference, days later.

A third use of recordings is as a teaching aid. Progressive concerns these days teach their junior executives how to conduct good conferences. After an assignment in which the "students" take turns leading a conference, they listen to the recording of it. They and their instructor then criticize the assignment. When the course ends they listen to recordings of their first and last conferences to measure their growth. Such uses make a recording instrument very valuable.

Be polite. The leader who conducts many conferences, particularly with his subordinates, has to guard against actions and statements which, taken separately, may not mean a great deal but which pile up into hard feelings. He becomes blind to how others react to his statements. He loses his perspective ordinarily because he's not beholden to his subordinates. It's easy enough for all of us to be polite and deferential to our superiors. We have everything to gain by doing so. The idea is to be just as considerate of the feelings of those who work for us.

Here are two comparative lists that may help us nip occupational neuroses in the bud.

Conference Leader's Check List

The good leader:

1. Keeps his emotions under control.
2. Uses many kind words.

The poor leader:

- Has temper tantrums.
- Resorts to sarcasm.

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The good leader:

3. Gives reasonable explanations.
4. Encourages freedom of expression.
5. Says to himself daily, "How can I be more tactful?"
6. Suggests constructive steps.
7. Protects the weak and those who are absent.
8. Prevents ridicule.
9. Is interested in what conferees say.
10. Thinks of conferees' comfort.
11. Uses a persuasive voice.
12. Relaxes his facial muscles when not smiling.
13. Pays compliments freely and sincerely.
14. Overlooks insignificant mistakes.
15. Has ideals which he practices.

The poor leader:

- Gives peremptory commands.
- Forces arbitrary decisions.
- Never gives evidence of thinking of the feelings of others.
- Bawls you out.
- Likes to see others squirm.
- Holds others up to scorn.
- Acts bored; is condescending toward what others say.
- Is oblivious to the comfort of others.
- Speaks gruffly.
- Frowns most of the time.
- Is stingy with acknowledgments.
- Seizes on errors and makes too much of them.
- Is a doubter and a pessimist.

Sum up. The purpose of ninety-nine out of every hundred conferences is to get action; to change things; to take new steps. You can compare the good conference

leader with the good salesman. They share many admirable qualities. The good salesman always ends his sales talk by asking for an order. He gets action. The good conference leader gets action by summing up the work of the conference and suggesting the next step to take.

He sums up twice: once at the conference, and again when he returns to the office and writes (or dictates) his conference report. At the conference, he makes use of his notes when he gives his summing-up speech. Remember the conference mentioned early in this chapter? Here is how the vice-president summed it up:

Well, everybody has made a number of excellent contributions and we seem to be pretty well talked out at the end of two and a half hours—and I suspect that some of you are almost as hungry as I am—but let's take just a few minutes to see what we have and what's to be done next.

Our problem, you'll remember, was "How Can We Raise Morale Here at the Home Plant?" Here are our conclusions as we put them on the blackboard. I have also made a few notes. Please check on me to make sure I don't leave anything out.

The suggestions, we all agreed, are sound. There are seven of them:

1. We ought to make our bulletin boards work harder and better for us in the cause of raising morale.

2. We ought to review our employee manual at the earliest opportunity to see whether we can't revise it and play up "human relations" more—in the home and on the job.

3. Several of our union stewards are always grouching about the short tempers of their supervisors. We ought to find out just how justified they are in their criticism on that point.

4. Our approach to workers is a little too highbrow and

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doesn't have enough appeal therefore for the average worker.

5. Our foremen don't hold enough interviews with their workers to get at their problems.

6. Our workers haven't been sufficiently indoctrinated with the importance of their particular jobs to the success of the company.

7. Our workers don't have an opportunity to meet and hear the top officers of their company.

Have I omitted any of the main conclusions we came to? Here, then, is a lot of work ahead of us. What would you think of each one of us taking over the responsibility of bringing in a report at our next conference on one of the above suggestions?

Is everyone agreed? All right, suppose, then, each one of us acts as a committee chairman. You, Joe, will be the chairman of the committee on the first suggestion: *We ought to make our bulletin boards work harder and better for us in the cause of raising morale.* You remember, it was you who made the suggestion. Your job between now and the next conference (two weeks from today) will be to talk with any or all of the members here—form your own committee—and bring in some detailed thinking and recommendations. You may want to study some company magazines of our competitors, to see how they're doing it.

If no one objects, I'd like to be chairman of the committee on the second suggestion.

Frank, since you spoke a lot on the third suggestion, would you like to be chairman of that committee?

The vice-president, after making all the assignments, thanked the conferees and complimented them on their contributions. The meeting broke up with the men making appointments for their individual committees to

meet. It had been an excellent conference in every respect.

Now, the second job of summing up the conference is relatively easy, especially if you do the first job well. The second summary is a written report. The vice-president referred to always sends a report to his president, who is keenly interested. The vice-president uses this simple outline:

1. Subject of conference.
2. Place of meeting and date.
3. Why called.
4. The problem phrased as presented to the conferees.
5. The objectives as given by the leader to the conferees.
6. Definition of terms (when necessary).
7. The leader's introductory remarks.
8. Results of discussion together with credit to the individuals who made the suggestions that were adopted by the group.
9. Summary statement.
10. Course of action suggested by the leader.
11. Who attended.

The leader who writes up his conference report along the lines of some such outline soon gains facility in reporting what takes place. The report is impressive, in the best sense of the word.

Good conference leaders adhere closely to these basic rules which we have reviewed together, unless they have good reason to break or ignore them. Good conferences don't just happen. They are the result of a good leader, who makes good plans and carries them through well.

Chapter Eight

BE A GOOD PSYCHOLOGIST

They called a district manager I know to the home office and made him a vice-president. He had to find a place for his family to live. The postwar housing shortage made the outlook bleak. He ran an advertisement in the papers: "Apartment wanted; five rooms and bath. Willing to pay bonus."—Nothing happened.

Then he realized he hadn't used good psychology. So his second advertisement went something like this: "Kentucky Colonel bets you two hundred dollars you can't find him a nice apartment for his wife and son." In one week he had ten offers, three of them suitable to his needs. Word magic got him what he wanted. His winning advertisement had fun and challenge. It piqued curiosity. It put the bonus he was willing to pay in hard, round numbers. It had—like our Hollywood queens—allure.

A friend of mine is a sociologist. He made a study of New York's beggars and their ways. Central Park's leading beggar, as measured by collections, averaged ten times the collections of his least successful competitor. Both men carried a sign reading "I am blind." But the leading beggar changed his sign with the seasons. One of his best was, "It is May, and I am blind."

Word-ways of the Leader

He had the leader's way with words. The leader uses words that go through men's minds—simple words to meet their emotional needs. His words play on heart-strings. That's how he gets action and cooperation. "Language may be an ornament," he says, "but I use it to get things done."

How different from the way of the dead-earnest soul! His words are blunt. He doesn't give a hang how they grate on your nerves. If the idea is good, so much the worse for you if you can't or don't want to understand it. His speech, you see, lacks the incentive element. Because he fails to make his ideas palatable to you, you don't think much of them. He may have many admirable qualities, and you may recognize them, but you don't elect him to positions of leadership.

Respect for Selfish Interests

The leader thinks of your viewpoint before he expresses himself. He is a realist: he knows that human nature's strong selfish interests spring from self-preservation. He doesn't blame you for being interested in your own welfare. Rather, he takes it into consideration when he talks to you.

Let me tell you about a discouraged life insurance salesman. He was having a hard time selling his quota. Although he had done well in training school, he couldn't get his prospects to sign on the dotted line. He took his problem to a psychologist, who said, "Try to sell *me* a

policy." The young salesman then delivered his canned sales talk. He painted a glowing history of his company; how it spent a lot of money to train its salesmen; how it was a pioneer in group insurance; etc. The psychologist stopped him before he could go on to other parts of the canned talk. He pointed out that the company sounded like a good one but it didn't appeal to the prospect's selfish interests. The salesman didn't answer the question in the prospect's mind, "What will that get *me*?" Just as soon as he revamped his sales talk according to the psychologist's recommendation, business picked up. He found that educated prospects, as well as the uneducated, have "selfish interests." The leader who is successful never forgets this.

Good Humor Lubricates

Good humor is another powerful element in leadership psychology. The leader gets out of tight spots with it. He uses humor as a lubricant—to keep things moving smoothly.

Steamboat Johnson is a colorful umpire of the Southern League. His autocratic reputation has been built up by a quarter of a century of stern decisions on the diamond. One day a decision of his was just too much for the fans of the hometown team to swallow. Gathering around the exit, they waited with blood in their eye for the Steamboat to come out. As he stepped forth in his usual airy way, the crowd closed in on him. A woman leaped forward brandishing her umbrella over his head. As she was about to bring it down hard, Steamboat yelled, "Madame, I don't believe we've been properly introduced!"

The crowd broke into a roar of laughter and opened a path for him. From that day on, Steamboat's fame as a good guy was assured, for he showed them he was long on sense of humor.

A man presented a ten-dollar bill for change in an Automat restaurant, where most of the dishes are paid for in nickel slots. "Haven't you anything smaller?" glared the irritated clerk. "Yes, milady," he said, "but I've been giving you dollar bills for so many years, I just wanted you to see that I finally landed a ten-spot." Of course, she changed the bill with a smile.

Have you ever attended an annual stockholders' meeting? Usually one or two disgruntled shareholders will heckle the chairman. So long as he keeps his sense of humor, the hecklers have little chance to win a sympathetic hearing from the other stockholders. But let the chairman get rattled and bluster, and immediately the audience's sympathy turns toward the other side.

The same principle holds everywhere. Most leaders go through life getting pretty much what they want from others simply because they always keep uppermost in mind, "What can I say to make them smile and feel better for being in my company?" The Steamboat Johnsons, the men who get large bills changed without any trouble, the chairmen who handle their hecklers genially, are all making use of humor, a tool of leadership. Here is a sense of humor quiz. Let's see how you do on it.

QUIZ 18: Sense of Humor

Directions: Read each test item carefully, then supply the answer as indicated.

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1. You are standing in a crowded bus when a stranger calls your attention to a price tag you neglected to remove from a new suit you are wearing. You are embarrassed, so you (check one):

(a) look angrily at the fellow who started the whole thing.

(b) get off the bus at the next stop and regain your composure.

(c) take off the tag and join in the grins and laughter.

2. People make me laugh usually because of (check one):

(a) their gestures.

(b) the way they say things.

(c) their facial expressions.

3. Put a check mark before the funniest of these three anecdotes:

(a) A very little girl was asked if she knew how to make toast. "Oh, yes," she said, "first you slice the bread. Then you put it in the toaster. Then you watch it till it smokes. Then you take it out. Then you take it to the sink and scrape it. Then it's ready to eat."

(b) A gentleman was in the habit of taking a black, liquid medicine. One day his servant gave him a spoonful of ink by mistake. Upon discovering his error, he expressed a thousand pardons. "Oh, never mind," exclaimed his master, "just serve me some blotting paper for supper."

(c) A woman watched a man fall down a flight of stairs. When he reached bottom, she said to him, "Did you fall down those stairs?"

4. After eating a sizable meal in a restaurant you have visited for the first time, you discover that you have either lost or misplaced your money. Put a check mark before the best thing to do:

(a) Explain your predicament, and ask the manager to trust you.

(b) Offer him your watch or other valuables as security.

(c) Offer to wash dishes to pay for the meal.

5. One of your associates "rides" you about coming to work late on a Monday morning. Check the best thing to do:

(a) Smile and agree with him.

(b) "Ride" him about something he has done.

(c) Tell him to go to hell.

6. Which of the following statements is the wittiest?

(a) Everybody complains about the weather, but nobody does anything about it.

(b) In summer, *isolate* should be pronounced "ice-o-late," but in winter, "iss-o-late."

(c) They say, "It's hot as hell," and they say, "It's cold as hell."

7. You promised your wife (or sweetheart) that you will be on time for her birthday dinner, but late in the afternoon your boss insists you stay to get out an urgent order or report. Put a check mark before what you consider the best thing to do:

(a) Telephone her an apology and get there as soon as you can.

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- (b) Do the work under protest.
- (c) Threaten to quit if it ever happens again; or quit.

8. A customer or client bawls you out because of a mistake. Check the best thing to do:

- (a) Apologize and explain how it happened.
- (b) Laugh at him to let him know he can't get you ruffled.

(c) Answer him sarcastically to put him in his place and let him know that everybody makes mistakes, even himself.

9. Put a check mark before the item that would amuse you most:

- (a) A good-natured drunk.
- (b) An adult walking down the street talking to himself at a merry clip.
- (c) A dog running down the street with a tin can tied to its tail.

10. Put a check mark before the item that is the most laughable:

- (a) The dirty goat went up the lane
To show herself to Mary Jane.
- (b) Here I stand all ragged and dirty
Kiss me quick and I'll run like a turkey.
- (c) Oh, you old pal Kelly
Go wash your feet.

11. You want to play a trick on a "smart aleck" truck driver, so you (Check which you would do, if you had to choose one of these):

(a) Take off his rear license plate and put it on the seat.

(b) Let the air out of all four tires.

(c) Disconnect the ignition wires.

12. Check the statement that most nearly fits you:

(a) I smile more than I laugh or frown.

(b) I laugh more than I smile or frown.

(c) I frown more than I laugh or smile.

See page 284 for scoring.

Make Them Feel Secure

The ability to make others feel secure is another powerful aid to the leader. Franklin D. Roosevelt used it to a great extent. When he arrived on the national scene, despair was everywhere. Because he held out hope, he became the symbol of security. He talked to the masses reassuringly. He recommended the creation of agencies, such as WPA, to dispel fear of starvation. He brought release from other fears. Result: the most popular political leader America has ever had.

The leader recognizes the symptoms of insecurity. He knows that tension, nerve strain, and fatigue are common signs of insecurity feelings. He knows that men and women who seem overconfident may be just as insecure as those who seem underconfident. He recognizes the apple polisher; the stool pigeon; the troublemaker; the one given to temper tantrums; the thin-skinned one who takes every remark, no matter how innocent, as a personal attack—as common types among the emotionally insecure.

You see them in all walks of life: in the factory, in the office, in college faculties—wherever a large group works together.

Once he recognizes such symptoms, the leader does something about them. If the group he leads is a large one, he can't personally interview everyone who has insecure feelings. If he is a business leader, he can provide qualified counselors to attend to special cases, usually through the personnel department. He himself can make a direct contribution by creating a democratic atmosphere among the group.

Satisfy Curiosity

Poll after poll keeps emphasizing that men and women on the job are just people, after all. They want to know what is going on simply because they have simple, human curiosity. They like to know where they fit into the picture. That is nothing but human ego.

In bygone days when business was not so big nor so complicated, both wants were readily satisfied. The worker knew all about the business and where he fitted in. But today our huge, sprawling enterprises often hold up information on both counts, it seems, although recently there has been some correction of the trouble. Not long ago Macfadden Publications conducted the Wage Earner Forum and found that 48.7 per cent of the workers said that their companies have never given them information about the business, its operations, profits, and the like. Of those whose companies do give out such information, 11 per cent said they are getting more de-

tails than a year ago. Progress is in the right direction. The idea, of course, is to get everybody to think in terms of "our company" or "my company." Happy, informed employees work *for* their company; the unhappy, uninformed work *against* it.

Hard-boiled Dictator

Other recent studies show that you can classify business leaders into four main types, reflecting their usual attitudes toward their employees. The *hard-boiled dictator* is particularly conscious of his authority and position. He believes that workers can't be trusted to do a job well unless closely supervised. The hard-boiled dictator bears down on discipline and punishments, rather than making use of his understanding of human nature and rewards. He is stingy with praise. He scolds and criticizes profusely. His employees fear him. Listen to them curse him behind his back and you know they despise him. They hesitate to show initiative also. They feel insecure. That makes them pass the buck when things go wrong. The hard-boiled dictator has to learn what goes on in the group from stool pigeons, because he doesn't know how to cultivate confidences and candid opinion.

Kindly Monarch

Another well-known type is the *kindly monarch*. He expects his group to repay his favors to them with loyal devotion. In other words, he believes it is all right to buy a man's integrity. An example is the president of a large

firm who takes a personal interest in the family welfare of all his department heads for an ulterior motive: to bind them to him. This business leader recently learned that the head of his advertising department was worried about his wife's health. The president immediately arranged for her to go to the famous Mayo Clinic for diagnosis and treatment. The company paid the bill. In return, the president expected the advertising department head to be a "yes man." While such a business leader is held in more esteem and affection than the hard-boiled type, still he leaves a track of resentment in his wake. Employees are hesitant to use initiative without "feeling out" the boss first. The group is likely to be submissive; and also embarrassed by the debts they owe him. Because he wants to be consulted about every detail—indeed, thinks of himself as indispensable—work suffers when he's away. He asks you to do things on a personal basis. He doesn't delegate responsibility.

The Let-well-enough-alone Type

Then there's the *let-well-enough-alone* type. He seems to lack confidence in himself. He is aloof and hides in his office. You rarely see him out among the employees. He holds few interviews or conferences. He labors long at paper work. He delegates too much responsibility, and gets angry when subordinates ignore him in favor of his deputies. He prefers to let things drift, rather than meet issues and arrive at clear-cut decisions. Result: the group lacks leadership. It doesn't know where it is going. It feels insecure.

The Democrat

The *democrat* is the best leader of all the four types. Thanks to him, the group knows where it's headed; not only because he keeps it informed but because he encourages it to help make the decisions. He praises and criticizes on the basis of well-known standards, not on the basis of personal likes and dislikes. Thus, the group knows the rules of the game and feels secure in abiding by them. He is always aware of what is going on. His employees are happy beyond the average because he makes them feel that their individual contributions are important. He encourages each individual to take as much responsibility as he can well discharge. Result: morale and production are high—the highest of any of the groups working under the four types.

Appeal to Ego

The successful leader understands the powerful role the *ego* plays in all our lives. Sometime before we reach the age of three we learn that "I" is different from "you." We never forget it as long as we live. Anything the leader does to acknowledge the "I" element in the lives of his followers builds devotion; raises morale. A name plate put on the employee's workbench or desk is the kind of recognition all of us like. Other things being equal, the girl in the front office works better under the job classification of Receptionist than under that of Switchboard Operator. Her ego gets more nourishment from the fancier title.

The W. T. Grant Company wanted to find out which feature of its house organ, *The Grant Game*, the employees read with greatest interest. A survey showed the Personal Items feature was away out in front. Why? Because there was always the chance for the employee that his picture would appear in it. His promotion would be mentioned. His sales record would be singled out.

Praise Preferred

Closely related psychologically is praise. The successful leader makes much use of it. He doesn't flatter or give praise indiscriminately. Flattery is specious and fools no one. Indiscriminate praise soon loses its effect. A leading chemical company located in New York State recently studied the nature of its employee complaints. Surprisingly enough, the employees were satisfied with production schedules, wages, vacations, and the like. Their most insistent "grouse" was the curt ways of supervisors and foremen.

Later, this complaint was studied in detail. Foremen and supervisors "bawled you out before others" and "were stingy in praising your efforts" lead the list. Here again is evidence of how much praise means to all of us. That's why the leader should set a good example of paying compliments for work well done.

The successful leader is enthusiastic. He knows that enthusiasm is contagious. It begins, he believes, with understanding of the company's (or group's) aims. For example, General Mills supervisors build up enthusiasm by emphasizing the following points.

The General Mills Formula

1. *Keep up to date on your company.* Know about its present operations and its plans for the future. Read the annual report. Watch the bulletin board. Get hold of and read the company's various publications and booklets.

2. *Know about company benefits.* Acquire a good general understanding of the retirement system, the health association, the suggestion system, the payroll savings plan, and the training programs.

3. *Know your plant or office.* Can you describe its operations? Do you know what's going on in other departments? Do you know a little about its history?

4. *Accentuate the positive.* Good news bears repeating. By saying a good word for your company you're putting in a good word for all of us.

5. *Eliminate the negative.* Help correct wrong impressions about General Mills. Spike groundless rumors. If you have any unanswered questions about your job, wages, or company benefits, ask your supervisor or department head.

6. *Be helpful, pleasant, courteous, and sincere in all your contacts.* Remember that to a good many people you ARE the company. Good telephone behavior is also important—it's all too easy to fall into the habit of being discourteous, abrupt, or quick-tempered.

7. *Be a good citizen.* By taking part in church activities, young people's organizations, Boy Scouts, PTA, Red Cross, or any other civic and social projects, you are not only contributing to the welfare of the community—you are building good public relations for yourself and General Mills.

8. *Be proud of your job.* You are one of the eleven thousand productive people whose daily work results in a steady flow of products and services to the American homemaker,

farmer, baker, and other manufacturers. Our products help to feed fifty million people a day.

Policies like these help Joe Worker to talk enthusiastically about his company after working hours. They help to keep enthusiasm high. They reflect fine leadership.

Talk to Followers

The leader certainly practices good psychology when he takes his messages directly to his followers. John S. Zinnser, chairman of the board of Sharp and Dohme, Inc., provides a good example. He meets with small groups of his company's employees during regular working hours to explain management's problems and aims. In 1948 he emphasized, "A high level of earnings is the best job insurance any of us can have." Mr. Zinnser brings his messages personally to all of Sharp and Dohme's approximately 1,800 employees. Through the use of charts and simple analogies, he demonstrates the vital role of profits and earnings in assuring workers at all levels of steady employment at good pay.

He also shows how necessary it is to offer the owners of business—the stockholders—a fair return on their money. Otherwise the company would have a hard time raising equity capital. He acquaints the employees with the competitive side of business. He explains, "Earnings also make it possible for our management to take the necessary steps to keep our firm in a good competitive position in a highly competitive industry. They enable us to expand our products, our markets, and our facilities." Thus

he aims at building up sympathy on the part of labor for management's problems.

He shows how good earnings in 1948 enabled the company to sell some two hundred and eight thousand additional shares of common stock, and thereby to obtain funds with which to pay for its proposed new medical research laboratories. He reminds his intimate audiences that earnings not distributed in dividends to stockholders are ploughed back in the form of research and increased production and sales facilities: "It is clear that the security of our jobs depends upon the maintenance of a good earnings and profit picture."

Some business leaders talk with their employees about responsibilities that extend beyond the office and factory. As an example, Morse Dell Plain, president of the Wellsbach Corporation, talks with the employees on the importance of voting at every election. He does not persuade them to vote for any particular candidate or party. Rather, he points out what a duty and privilege it is to vote as an American citizen. Recently he talked with them on the subject of hidden taxes. He showed them charts and graphs to let them see the seriousness of the subject—how it affects the lives of them and their families.

The point is that John S. Zinnser and Morse Dell Plain are only two of the many farsighted industrial leaders today who carry their responsibilities of leadership with high and serious purpose. They believe one of the best ways to meet their obligations to their employees is to talk things out with them.

When you present your messages directly you have an opportunity to answer questions—to study how your audience reacts. You quicken your own and their understanding. If all business leaders would do likewise, labor-management relations would be much happier.

They would be much happier, too, if all our business leaders added to their knowledge of industrial psychology. For they would then know what definite contributions this valuable subject offers.

QUIZ 19: How's Your Knowledge of Psychology?

Directions: Check your knowledge against the following quiz, designed to show gaps in your knowledge of industrial psychology. Select from the second column the correct answer to each item in the first column, and place the corresponding number in the space provided in column one. Several incorrect answers that cannot be paired in column one will be found in column two. See page 284 for answers.

Leaders

- | | |
|--------------------------------------|---|
| ... a. H. D. Kitson | 1. Authors of <i>Personnel Administration</i> |
| ... b. Johnson O'Connor | |
| ... c. W. V. Bingham and B. V. Moore | 2. Founded the American Association of Applied Psychology |
| ... d. G. M. Whipple | |
| ... e. The Gilbreths | 3. Pioneers in motion study |
| ... f. Ordway Tead and H. C. Metcalf | 4. Authors of <i>How to Interview</i> |
| ... g. Harold E. Burt | |

5. Authority on the psychology of vision
6. Author of *Employment Psychology*
7. Author of *Manual of Mental and Physical Tests*
8. Authority on vocational guidance and editor of publications of National Vocational Guidance Association
9. Author of *Psychiatry in Industry*
10. Designed a finger dexterity test

Scales

- | | |
|---------------------------------------|-----------------------|
| ... h. Mechanical Ability Tests | 11. Strong |
| ... i. Vocational Interest Blank | 12. Bernreuter |
| ... j. Temperament Scale | 13. Macquarrie |
| ... k. Mental Ability Tests | 14. Freud |
| ... l. Personality Inventory | 15. Stevens-Wonderlic |
| ... m. Diagnostic Interviewer's Guide | 16. Watson |
| ... n. Job Satisfaction Inquiry Blank | 17. Otis |
| | 18. Humm-Wadsworth |
| | 19. Hoppock |
| | 20. Jones |

Vocabulary

- | | |
|----------------------------------|--|
| ... o. Halo effect | 21. Preoccupation with inward ruminations at the expense of reality |
| ... p. Regression lines | 22. Pretended illness |
| ... q. Rhathymia | 23. A bimodal distribution |
| ... r. Coefficient of alienation | 24. A term in a formula to determine the <i>standard error of estimate</i> |
| ... s. Autism | 25. They save time and labor in administering |
| ... t. Intelligence quotient | 26. Self-improvement |
| ... u. Malingering | 27. Derived by dividing the mental age by the chronological age |
| ... v. Omnibus tests | 28. Carefree tendency of extroverts |
| ... w. Exit interview | 29. Held principally to determine causes of job dissatisfaction |
| ... x. Gaussian | 30. The normal curve of distribution |
| ... y. Fore-exercises | 31. They make for reliability by putting all contestants on the same footing |
| | 32. Used in setting up correlation tables |
| | 33. Tendency of a rater to |

be influenced in his ratings on a specific ability by a general impression

34. Another term for *standard deviation*

Cultivate Popularity

The leader practices good psychology when he cultivates popularity. To some, the word *popularity* has a cheap, unworthy meaning. It means to them "catering to unworthy tastes or inclinations." This meaning, of course, is beside the point here. The successful leader identifies popularity with feelings of admiration growing out of friendly, worthy deeds and goals. He knows that it is so much easier to achieve his aims when people like him as an individual. He therefore consciously cultivates this kind of popularity.

Here are his ten guideposts to constructive popularity.

Ten Guideposts to Popularity

1. He always keeps his promises.
2. He makes lots of friends by doing kindly deeds.
3. He takes part in altruistic affairs in the community.
4. He cultivates respect for what he stands for.
5. He helps people to grow under his guidance.
6. He is fair and square.
7. He shows friendliness rather than familiarity.
8. He participates actively in the firm's social functions.
9. He includes the employee's family and the community as an important part of the firm.

10. He avoids all attitudes and postures of the "stuffed-shirt" variety.

All in the Same Boat

The leader practices good psychology when he appreciates the vast interdependence of human relations. "Man is not an island unto himself," as John Donne pointed out more than three hundred years ago. An unhappy worker, for example, cannot be a happy husband or father. A job that overreaches or underreaches a man's capacities brings on a whole chain of unfortunate circumstances. If it overreaches him, he feels frustrated and full of fear of failure. If it underreaches him, he is bored and disgruntled. In either event he is a liability to his company and community because he is not as well adjusted to his job as he could be. The leader's responsibility is to help make that employee a happier man. Thus, our high-minded leader is dedicated to the proposition that people are the most important of all creations and deserve only the best in leadership.

Seek Help

The leader practices good psychology when he calls in consultants to help him with specialized problems. The world grows in complexity and specialization. While the successful leader ordinarily knows more about the whole picture than any one of his followers, still each follower usually knows more about a specific aspect of the picture than he. In the business world, leaders increasingly recog-

nize the contributions that outside specialists and agencies can make to the success of their enterprises; and they call upon them for help. In this very field of psychology, for instance, consultant psychologists often make excellent contributions in studying employee morale, in setting up testing and placement programs, in weighing advertisement copy, in organizing educational programs. Leaders find that an "outsider's point of view" stimulates effort and accomplishment. The leader is not afraid to admit that he doesn't know it all.

Pray for Guidance

Finally, I would say that the leader practices good psychology when he prays for guidance and dwells some part of each day on the spiritual side of life. The great enterprises that have endured have had leaders of great faith. America reached the place of vast influence she holds, largely, I believe, because of basic devotion to religious belief on the part of her leaders and their followers. This idea was recently put into succinct and attractive form by Don Belding. It appeared in the March, 1949, issue of *The Reader's Digest* and is reproduced on the following page by kind permission of the author and the publisher.

The American Way Of Life

**POLITICAL AND
ECONOMIC RIGHTS**

which protect the dignity and
freedom of the individual

Right to worship God in
one's own way.

Right to free speech and
press.

Right to assemble.

Right to petition for griev-
ances.

Right to privacy in our
homes.

Right of habeas corpus—no
excessive bail.

Right to trial by jury—in-
nocent until proved guilty.

Right to move about freely
at home and abroad.

Right to own private prop-
erty.

Right to work in callings
and localities of our choice.

Right to bargain with our
employers.

Right to go into business,
compete, make a profit.

Right to bargain for goods
and services in a free mar-
ket.

Right to contract about our
affairs.

Right to the service of gov-
ernment as a protector and
referee.

Right to freedom from "ar-
bitrary" government regula-
tion and control.

CONSTITUTIONAL GOVERNMENT

designed to

SERVE THE PEOPLE

FUNDAMENTAL BELIEF IN GOD

Chapter Nine

GET THE MOST OUT OF YOUR PHYSIQUE

Young leaders champ at the bit. Ambitious beyond the ordinary, they often overextend their energies. Their youth allows them to write an overdraft on their physical resources without having to pay up immediately. But sooner or later they must face the price if they spend their health unwisely. Many a leader in later life—at the crest of his career—breaks down because he burned himself out in inefficient living on the lower rungs of the ladder. The wise one, therefore, preserves his health in his youth to retain vigor for his later days. He studies his physique to get the most out of it. And he early sets habits of good health; and holds onto them.

Leaders come in all sizes and shapes. Napoleon, when he crowned himself emperor, stood five feet two inches tall and had a paunch. George Washington's six feet three and a half inches carried an athlete's physique until he died. Abraham Lincoln looked taller than his six feet four inches because he was so thin.

Psychologists find a relationship between kind of leadership and type of physique. That is, the three main kinds

of leadership—to persuade, to organize, to plan—seem to attract characteristic body builds. This discovery is so remarkable that we ought to go into it in some detail. For you will see implications and inferences in regard to your physique and health habits.

More than two thousand years ago the Greek philosophers linked certain kinds of physique with certain patterns of temperament. They talked in terms of the phlegmatic man, the choleric man, the splenetic man, and others. Recent studies bear them out. Here and abroad “type psychologists” (typologists) have brought forth some amazing conclusions. While all authorities don’t use the same technical terms, they talk about the same concepts. America’s leading typologist is Dr. W. H. Sheldon. He has divided the physical types of human beings into three main classes.

The Three Main Body Types at a Glance

The *roly-poly* type has the soft, round physique. In contrast, the *athlete* has prominent bones, muscles, and connective tissues. He’s thick-skinned. His blood vessels are large. At the other extreme, the *string-bean* type is a light-bodied fellow with a flat chest. His muscles and bones are underdeveloped, when you compare him to the other two types. He’s delicate, fragile.

Dr. Sheldon and his colleagues realize that you need more than three pigeonholes to sort out body types. While you never mistake a fat man for a thin one, there are degrees of fatness and thinness. He gives you a rating based on three seven-point scales. For example,

your best friend may be type 7-1-2. This means, Dr. Sheldon would rate him highest as a roly-poly, lowest on the qualities of an athlete, second degree on string-bean characteristics. He says most of us have characteristics of one type to a greater degree than the other two; and further, our main pattern of temperament is a reflection of our body type.

Temperament of the Roly-Poly

The strongest interests of the roly-poly center around food, comfort, and people. He's a hail fellow well met, and a genius at making himself comfortable. When he sits, he slumps. When he walks, he takes it easy. You don't see him make quick, sudden movements. When he sleeps, he snores. His sleep is deep and relatively immobile. He likes nine or ten hours a night, and a siesta if he can manage to squeeze it into his crowded schedule.

He loves to eat and lives to eat. His digestion is good—things seldom disagree with him; and he's an epicurean. He makes a ceremony of eating. He has to guard against obesity with its allied diseases.

He's jolly and likes good fellowship. His amiability is rather indiscriminate. He likes everybody. He would make a miserable lighthouse keeper because such a job keeps him out of touch with people. His greed for affection is great. He likes to project his personality—is an extrovert. Gossip, to him, is the first art of neighborliness. He is tolerant of people's shortcomings; has no social prejudices; is contented with folks as they are.

He makes a good boss because urgency doesn't rank

high on his list. He's an excellent politician: he likes others, knows what makes them tick, and above all, wants to be liked by them. He enjoys doing you a favor. Social amenities mean a great deal to him. He thrives on praise and flattery. His smiles and laughter come readily. The subject of how to get along with others is his meat. He finds it a fascinating one because he succeeds so well at it. That's what makes him such a good persuader or salesman.

He must take care lest people take advantage of his good nature. He needs people so badly when he is troubled that he runs the risk of sharing too many secrets. In certain situations that require fire and intensity of feeling, he is at a disadvantage.

He loves family life and makes a good husband and father. Children like him because he's relaxed. His facial muscles and body postures seldom show tension. Dogs and other pets make up to him readily. His voice is soft rather than hard. His vocal inflections are pleasant and persuasive. His speech is smooth-flowing and reassuring. In a word, he believes in society and society believes in him. The ideal roly-poly type is Santa Claus. And who is more popular?

The Athlete's Temperament

The athlete likes action. His drive is toward dominance. His facial expression tends to be hard, as does his voice. His voice usually shows strain, and isn't nearly as pleasant as the roly-poly's. He scorns physical comfort and

must work and play hard. His movements are rapid and rather jerky. Even in sleep, he thrashes around.

He, too, is a large eater. But food to him is simply a source of energy. He has no sentiment about the eating process and holds epicures in contempt. He must watch himself at the table or he'll wolf down his food. He never sits comfortably after eating but stirs about. Perhaps that's why he has occasional indigestion, why he gets ulcers.

He likes people not so much for themselves as for what they can do for him. People are to be used; not treated as objects of affection. He won't let them interfere with his objectives. His friendships lack warmth and fellowship. He looks on himself as self-sufficient. He makes many contacts, has a large acquaintanceship; but he lacks the endomorph's discriminate understanding of human motives. He's an ambivert.

His mood swings are wide and his temper often violent and easily touched off. He's critical and unable to express gracious feelings and compliments. He scorns polite ceremony—is abrupt and unceremonious.

As a boss, he's a hard driver. Because he's excitable, those who work under him are often tense. He expects them to have his vast energy and drive. He can get along indefinitely, if he has to, on six hours of sleep a night. He succeeds as an organizer because he will work till all hours at high tempo to get things lined up. When in trouble, rather than share it with friends, he steps up his muscular activity.

Alcohol—he likes it—increases his aggressiveness. He

has little interest in children, and dominates the woman or women of his choice. He hates closed-in places; is indifferent to pain; and, if pushed, can be ruthless.

The String Bean's Temperament

The string bean's characteristic postures are tense and suggest cringing. He often looks as if he expects violence. He bends his head forward, and this adds to his air of having a "studious personality." You can tell that he dislikes physical comfort by the way he stands, sits, and sleeps. His reactions, both physical and mental, are quick—particularly his eye movements. He often talks rapidly.

Food means very little to him. He often skips meals because he gets indigestion. His wife finds him squeamish and hard to cook for. He eats as if food were distasteful. The sooner he finishes a meal, the better. He dislikes eating with others; prefers to read as he eats. Tobacco and alcohol overstimulate him.

He doesn't like ceremony of any kind; is shy and independent. He is undemonstrative and prefers solitude. That's why his acquaintanceship is narrow. He prefers a close friend or two. The roly-poly considers everybody a friend; the athlete selects his friends very carefully. The string bean likes to be alone most of the time. Give him a problem to study, and he's happy. People distract him; make him feel insecure. He can't talk easily with them; never feels a warm contact with others.

He worries a lot, much more than the other two types. Instead of having outbursts of temper, he pouts or harbors resentment. He is negative, rather than positively

antagonistic. He doesn't bawl you out in the lurid Anglo-Saxon cuss-words of the athlete type or josh you out of your pique as the roly-poly does. He seems to be on pins and needles much of the time. He's an introvert. He anticipates trouble because his outlook is basically pessimistic.

He sleeps poorly, favoring a curled-up position. He hates to go to bed and hates getting out of bed in the morning to face the new day. Most chronic sufferers from insomnia are string beans.

He particularly likes to be alone when he is in trouble. He dislikes wide open spaces; has many pet peeves; and is besieged by more feelings of guilt and vague worries than the other two types. He regards childhood as an unhappy period; wants to marry; but doesn't want the responsibility of children. His aloofness and apathetic feelings for people help to make him a good planner. He gets more satisfaction from seeing his plans materialize than he does from praise and reward. He's therefore willing to be anonymous, if his plans have a better chance of success that way.

Even this quick survey gives us some insight into the inherent strengths and weaknesses of each body type. It deepens our understanding of others, also—and of why some can do so much more than others, without straining themselves.

Business leaders, particularly, need to know their bodies well, and need to use their energies wisely. Did you know that executives are just about the most numerous patients a psychiatrist has? Many a business executive drives himself beyond the limits of his abilities and en-

durance. He is afraid of failure. He can't leave his worries at the office. Eventually, he may break down. Such a man makes success an obsession. Success, that is, defined as fortune, salary, or position. To win it, he will punish mind and body beyond his capacity. He has to work too hard to win success.

Do You Know Any of These Types?

Mr. Hi Jittery: He throws himself into his work like a demon after a soul. He eats, drinks, and breathes his work. Why? Because he uses his work as a means of punishing himself. He believes he hasn't any right to enjoy life. He does penance constantly by slaving. In this way he expiates his sins and justifies his existence. Always in the back of his mind is the obsession that he is coasting along, and doesn't have the right to do so.

Mr. Termitus Trouserus: He's ridden with anxiety. He lives day in, day out with constant dread. The only way he can forget it is to work. He says that work is a medicine. But in his case, that isn't so. It's a pill that soothes his symptoms a bit. When his wife makes him take a vacation, he's miserable. Any form of relaxation, such as a hobby, is foolish in his eyes. He hates it—can't live with it. He finally burns himself out like an uncoiled bearing.

Mr. Voltage Dynamo: He plays as hard as he works. But he doesn't fool his psychologist. For Dynamo really doesn't know how to play. He goes through the motions all right—often has a heart attack on the golf course. When he plays, he can't relax. He simply switches his ten-

sions of work into his game. It isn't the physical exertion that taxes his heart; it's the anxieties in his life.

Collier's magazine recently ran an informative article called "Want To Be the Richest Man in the Cemetery?" The article reported that one of America's largest corporations had careful health studies made of 142 of its executives. The physicians found fifty-three of them had cardiovascular diseases; fifteen had serious heart conditions as well as a wide variety of other ills. Only twelve out of the 142 had clean bills of health. The head of a big industry recently said, "When I hire an executive I pay him \$100,000 a year on the theory that he'll kill himself working in ten years."

If you aren't sure whether you are working too hard, perhaps the following short questionnaire will help you decide:

QUIZ 20: Overwork Questionnaire

1. Are you unhappy unless you are working at your job?
2. Do you pride yourself above all else on being a human dynamo?
3. Do you experience a gnawing uneasiness when or if you take a vacation?
4. Do you have vague fears or worries that disappear only when you are deep in your work?
5. Do you stay on the job too late every day to enjoy your family life?
6. Are you overtired?
7. Do you feel so tense as you work that you have to chain-smoke or drink to keep you going?

Answers on page 284.

Pennsylvania Hospital's Benjamin Franklin Clinic recently studied 2,000 tired businessmen. Five results of the study stand out.

Five Signs of the Tired Business Leader

1. He stuffs his business troubles into his brief case and carries them home at night.
2. He goes out to lunch to talk business rather than to eat a leisurely meal.
3. He cannot take a real vacation because he thinks he is too indispensable.
4. He does not have a hobby but goes out once a week for a strenuous physical workout.
5. He does not know—or practice—moderation in either work or play.

Many of the businessmen studied came from firms whose presidents want to keep their employees hale and hearty. One Philadelphia industrialist sent all sixty-three of his executives in for a checkup. Of the sixty-three, only 20 per cent did not need either a physician or psychiatrist. In most cases the latter had to convince the executives they must stop worrying and slow down.

He had to tell them "to be the bosses of their jobs—not the slaves of those jobs." On such advice hangs the difference between the healthy executive and the one on the brink of a nervous breakdown. The most common ailments reported were: coronary artery disease, hypertension, high blood pressure, and stomach ulcers.

Of course, leaders have to work hard to get to the top

and to stay there. Emergencies make them work at all hours. Yet physicians agree that hard work by itself never kills them, if: they like their work; feel a sense of achievement most of the time; are not troubled by serious emotional conflicts. When these three conditions prevail, the hard-working leader has a sense of perspective that does not let him "overdo it."

Sample Daily Schedule of a Business Leader

Let's take a look at the detailed schedule of a business leader away from his home office on a field trip. Remember, he is happy and well adjusted emotionally. He has to do a lot of traveling because his company (he's the president) has branches throughout the country. Here is a blow-by-blow description of a sample day:

7:00 A.M.—He takes breakfast aboard the train from New York to Cleveland. Orders orange juice, bacon and eggs, and coffee.

7:40—Arrives in Cleveland. Takes a taxi to the plant. Looks through a sheaf of letters and memos on the way.

7:55—Enters the plant along with more than 3,000 other employees. Reports to his office in the main building.

8:10—Talks with his secretary about his day's schedule and appointments. Looks through his mail.

8:30—Drops in informally on the four vice-presidents and chats about memos he made in the taxi.

8:40—The vice-president in charge of sales looks him up to get his advice about a cable from China.

9:30—An executive from a steel mill keeps an appointment to discuss shipment and price policies.

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10:00 A.M.—Confers with vice-president in charge of production about increasing supply of raw materials.

10:15—Makes an inspection tour of the plant.

10:35—Reads and makes changes in a letter to be sent to stockholders.

10:45—Visits shipping department to inspect a new compressor.

11:00—In his office he talks with plant superintendent about rearranging machinery for increased production.

11:30—Reviews his ideas for a speech to be delivered before a forthcoming convention of engineers.

12:00 noon—Lunches in company cafeteria with a group of employees.

12:30 P.M.—Visits company's medical center and discusses problems with the medical director.

12:40—On way back to office discusses with industrial relations director the advisability of sending company teams to compete with other teams in a nearby city.

1:00—Presides at a sales meeting in the board of directors' room.

2:45—Goes downtown to attend a meeting at the advertising agency's offices about next year's campaign.

4:20—Back at the plant in his office he speaks to all the employees over a loud-speaker system.

4:30—Reads some current financial periodicals that bear on his business activities.

4:45—Conference with president of a company about a large order of motors.

5:00—Presides at conference of department heads.

7:00—Conference ends and he leaves for dinner with some business associates at Union League Club.

8:30—Entertains a group of junior executives in his hotel suite to talk informally about ways and means of boosting morale; encourages the young men to speak up about company policies.

11:30—Leaves Cleveland's Union Terminal on a train for Detroit where he will attend a board of directors' meeting on the next day. Takes a bulging brief case of reading matter to go through in his berth.

A steady stream of hard days like that one would sooner or later wear out an iron man. A happy, healthy executive bears up much longer than one beset with chronic tension. Too much sustained work over too long a period is particularly hard on the heart. And heart disease is the leader's main health hazard.

Take Care of Your Heart and Your Heart Will Take Care of You

Marguerite Clark, medical editor of *Newsweek*, recently wrote an excellent book called *Medicine on the March*. In the section on heart disease she says:

To the eighty-five hard-working, heavy-eating Chicago business executives, the exhibit was a shock—and a grim warning. Ranged before them on the side table at a Union Club luncheon given by the Chicago Heart Association were four bottles containing these telltale specimens:

1. A normal heart the size of a fist.
2. A heart swollen to twice its normal size, belonging to a fiery-tempered newspaper editor, who, at fifty-eight, had a fatal stroke while arguing with an assistant.

3. A heart, puffed like a toy balloon, of a seventy-year-old department store president who refused to obey his doctor's orders to slow down.

4. A distorted heart with signs of clots and two closed coronary vessels, but with a relatively useful main artery. When its owner, a busy doctor, had his first attack at sixty-five, he relaxed, took up a hobby, and enjoyed life. At eighty, he died, painlessly, in his sleep.

A heart specialist warned the group: "The high tension under which we live, long hours of work, infrequent vacations, and night work at home are contributing factors to the heart ailments which each year kill approximately 600,000 Americans."

Count Calories

The roly-polies especially have to guard against overweight. Of the three body types they contribute most cases of heart failure and high blood pressure. They have the tendency to dig their graves with their knives and forks. Less often, but still too often, the mesomorphs grow obese with advancing years, particularly if they overexercised in youth. Dr. S. Charles Freed of San Francisco lists the causes of overweight among executives and others. Worry, fears, and a sense of insecurity are among the causes. He questions the belief—widely held—that obesity results from glandular sluggishness. Many other physicians side with Dr. Freed. They find that no matter what the weight of the individual, he can reduce simply by eating less.

At the University of Michigan's School of Medicine a few years ago, several doctors discovered that even in the case of those executives who weighed more than 300

pounds, satisfactory weight reduction came with rigorous diet.

Dr. Freed, writing in the *Journal of the American Medical Association*, stresses the theory that emotional tension leads to overeating as a means of compensation. He believes that we should all become more alive to the dangers of overweight; that the prevention and treatment of obesity will do more to increase the individual's life span and combat degenerative changes than anything else the physician can do. He writes:

While there might be some doubt as to the shortening of life by such factors as tobacco, alcohol and exercise, there is unanimous agreement of all authorities that overweight has a decided effect on decreasing the span of life. Statistics overwhelmingly show that overweight not only results in an increased death-rate but is responsible for the earlier development of diseases of the heart, blood vessels, kidneys and of diabetes and even cancer.

Why They Overeat

Dr. Freed's list of eight causes is well worth thinking about. Here they are:

1. **Environment:** The child who is brought up in a family where it is common to have large, rich meals will imitate the habits of those around him by eating an excessive amount of food. Such cases are found in families in which all members are overweight.
2. **Economics:** In impoverished homes, a feeling of insecurity leads to a tendency to eat any food in sight.
3. **Monotony:** Where there is a lack of interest or dis-

tractions, escape is sought in eating. This explains why many housewives break the monotony of the day by eating between meals.

4. Occupation: Those employed in restaurants, candy shops, etc., are influenced by the constant sight of food.

5. Organic diseases: Patients who are bedridden or whose activities are restricted by a broken bone, will eat as much as when they are fully active.

6. Nervousness: In a broad sense, that which makes a patient worried or anxious, such as a social upset, domestic difficulty, or illness in the family, will result in overeating through the increase in psychic hunger.

7. Glandular imbalance: If this leads to nervousness, the result may be a tendency to overeat.

8. Subconscious factors: Frustration, overcompensation, and lack of emotional satisfaction are commonly associated with overeating.

Ten Occupational Diseases of Leaders

Overweight, however, ranks well down the list in the alleged ailments of business leaders. According to a questionnaire survey conducted by The National Institute for Human Relations, approximately one thousand executives listed ten "health problems" much more often than any others. Here they are, listed in descending order of frequency: (1) chronic headache; (2) insomnia; (3) indigestion; (4) colds; (5) eyestrain; (6) constipation; (7) overweight; (8) high blood pressure; (9) heart trouble; (10) ulcers. Leadership, evidently, has its occupational diseases (or symptoms).

Diseases: Signs of Poor Self-management

You can think of these ailments as signs of poor self-management. For each one of them lends itself to prevention or correction, in the vast majority of cases. As our grandmothers used to say, "An ounce of prevention is worth a pound of cure." Anyone knows that it's harder to take off excess weight than it is to prevent it. The steps to correction are also simple: you find out what the cause is and then remove the cause. Yes, correction is as simple as that. The longer you put off taking the first step of course, the harder the second step is to take—usually.

Leaders' Headaches

Headache is a good example. It may start this way. You become overtired. You press on even when your common sense tells you to slow down, to stop skipping lunch, to stop smoking so much, to keep regular hours. You begin to feel a dull pain at the temples, perhaps. Rather than take it easy, you take a painkiller—and work on and on. The painkiller's effects wear off; and you have a chronic headache. You have established a pattern, now easy to anticipate even though you dread it. Still, you bear with it rather than go to your doctor for a thorough checkup and scolding. It seems, everything considered, to be the lesser of two evils.

Of course there are many different kinds of headache. One physician recently described twenty-nine different kinds. They range all the way from the blinding mi-

graines (executives have their share of these demons) on down to a fleeting pain around the eyes. They spring from physical and emotional causes. But both physicians and psychologists agree that if you take painkillers rather than remove the cause or causes, you are foolish indeed. Better yet, why not prevent them by leading a sensible life?

You Can Learn to Sleep Better

Then there's insomnia. Dr. George Gallup and his associates at the Institute of Public Opinion surveyed the incidence of insomnia in nine countries. The United States of America has the largest number of men and women, they found, who say they suffer from sleeplessness. Just about one-half of our adult population say they have trouble getting sleep. The worst cases are at the top of the vocational ladder, among the professions. Laborers and farmers seldom report difficulty in going to sleep. Yet more than 90 per cent of the poor sleepers can teach themselves to sleep better once they find out the reason for their difficulty.

QUIZ 21: Your Sound Sleep Inventory

Directions: Sound, refreshing sleep is one of the best guarantees of health, happiness, and success. Have you learned to sleep well? This quiz is constructed from research on what makes for efficient sleep. Circle the number under the appropriate answer to each item, total your results, and turn to page 284 for comment on your total score.

	Yes	No	Some- times
1. I sleep on a medium-hard mattress.	15	0	5
2. I sleep on coil springs.	15	0	5
3. The room in which I sleep is reasonably quiet.	15	0	5
4. I am careful to avoid eating indigestible foods before retiring.	15	0	5
5. I go to sleep within an hour of the same time every night.	15	0	5
6. I always take precautions to keep my feet warm at night.	15	0	5
7. I avoid mental exertion before retiring.	15	0	5
8. I sleep on a flat rather than a thick pillow.	15	0	5
9. I try to rid my mind of any hatred or resentment before going to bed.	15	0	5
10. I take a warm or hot bath before retiring.	15	0	5
11. I sleep under light covers, suitable to the season of the year.	15	0	5
12. I keep additional covering within arm's reach in case I wake up chilled during the night.	15	0	5
13. My bed is at least 39 inches in width.	15	0	5
14. My bed is free of disturbing creaks.	15	0	5
15. My room is well ventilated but free of drafts.	15	0	5

	Yes	No	Some- times
16. I sleep in a room decorated in soothing colors, preferably light greens and blues.	15	0	5
Total	<hr/>		

So Long to Indigestion

If you have indigestion, you ought to ask yourself questions such as these: Do I know how many calories a day I need? Do I eat a balanced diet? Do I eat my meals in a pleasant, unhurried atmosphere? Do I eat my meals at regular hours? Am I relaxed in mind and body when I sit down to my meals? Do I chew my food thoroughly? These are all elementary, but they often point to the reason for that upset stomach; that bout of indigestion.

Good health, like so many other things in this life, is a relative matter. No one's health is perfect, and most of us can improve our health. Through self-study, judicious exercise, moderation in food and drink, regular, refreshing sleep—almost all of us can wax healthier and healthier. Many a young man of poor constitution has built up his health reserves to withstand great strains in later life. Ever read Teddy Roosevelt's autobiography? Here was a puny, half-blind boy who won his victory over poor health to become the leader of "the strenuous life." Others have done the same thing.

Leaders, of course, have a double responsibility: they need to preserve and increase their health; they ought to have a missionary's zeal in spreading the gospel of

good health among their followers. Often, when they become heads of business organizations, they can promote good health among employees, not only through education, but by installing ventilation controls, excellent lighting, wholesome food programs, and the like.

Health in the Age of Hell Bombs

They will also pause occasionally to ask themselves why leaders today are beset by more health problems in their own lives than formerly.

Dr. David Slight, Illinois state psychiatrist and one-time University of Chicago professor, recently told Chicago's Industrial Relations Association why ulcers and high blood pressure are among the chief occupational diseases of American business leaders. A generation or two ago, the business leader, he said, was usually a desk-pounding cusser who had no qualms about making his subordinates jump through hoops.

Today, he's afraid to let go because of labor's independence and power. Dr. Slight evidently had the athlete type of executive especially in mind when he declared: "Foremost in his make-up is vitality, drive, and aggressiveness. But he is expected to shut down these drives and be a man of diplomacy. The tycoon has not much place nowadays. The executive must be a compromiser. Therefore a great deal of his innate drive cannot be expressed outwardly."

Obviously, business leaders in the tense days of our Atomic Era will have to take a fresh view of themselves and the passing scene. They may have to rearrange some of their values and live a new life. Otherwise they will

burn themselves out. Someone said that strenuousness is not efficiency; and someone else: "Our high-strung nervous systems are on a perpetual binge these days."

Sweet Are the Uses of Efficiency

So, *grow in efficiency*, seems to be sound advice, provided that your increased efficiency leads you to more rest and happiness, not to more work. In the Royal Bank of Canada's excellent *Monthly Letter* (September, 1949) appears this statement: "Probably 75 per cent of the things a key executive does could be done by subordinates. Secretaries can write routine letters; after the amenities are satisfied, telephone calls can be referred to heads of departments for detailed attention; your own letters and conversation can be cut to the bone; reports you have to read should be brief. . . ."

As an example, we can take Winston Churchill's superb job of managing the war. In his *The Gathering Storm* he tells us how "I always went to bed for at least one hour as early as possible in the afternoon and exploited to the full my happy gift of falling almost immediately to sleep." He was able to take revivifying naps and keep his bounce because he demanded briefness from his lieutenants. A favorite suggestion of his: "It would be a great comfort if this could be compressed on one or two sheets of paper."

It almost became a motto with him, and he applied it to important matters as well as to details. At a meeting of the Imperial Staff he asked for suggestions for the organization of an armored division. Said the Prime Min-

ister: "This should be prepared on one sheet of paper: showing all the principal elements and accessories." Another time he asked for a one-page report on tanks: how many of each kind were made each month; how many were available; how many could be produced with better machinery; plans for new types of tanks—all these and other facts—on one page.

If Churchill could lead a pressed nation to victory over a powerful foe by means of succinctness, surely intelligent leaders of business and industry can regulate their affairs similarly. Stop reading windy reports. Insist that the writer of your reports do a better job. Do you remember what Voltaire wrote on the flyleaf of his longest novel? It was published in two volumes. When he inscribed it to his ladylove he wrote something like this: "My dear, if I had had the time this novel would have been written in one volume."

Less Busy-ness Every Twenty-four Hours

On Monday evenings I teach a course in speech training for executives: After class some of us linger in small groups or walk together to the railroad station. In this friendly intercourse, we share our problems. The commonest complaint I glean from these sessions is that these men have "too many needless interruptions throughout the day."

Last week the conversation turned to conferences. It seems they have to attend too many. "You sit around a table all day listening to a couple of windbags; and then have to take your work home with you. Then you sit

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up till all hours; get a scolding from your wife; and report next morning grumpy and with bags under your eyes. This goes on and on." Conferences, as we have seen, are helpful indeed when conducted right; when they are set for a specific purpose. Simply as time killers, they are executive bane.

You had better cut down also on the outside demands on your time. If you are the roly-poly type you probably will have a hard time saying "No." But teach yourself to say "No." Community organizations often work a willing horse to death.

A friend of mine used to suffer from "committee-itis." Five or six nights a week would find him spending his valuable health and energy on projects that often did not deserve his time. Finally he had to learn to decline service on committees outside the sphere of his business. This is how he did it. When invitations came to him to head this fund-raising campaign or to serve on that committee, he wrote a letter and suggested one of his junior executives in his place. This gave the young fellow a chance to win his spurs. It gave his company representation. It helped the organization. And it spared my friend's energies and undoubtedly lengthened his life. He learned eventually to live on twenty-four hours a day enjoyably, with lots of time for his family and himself.

Slow and Easy Does It

Have you ever stopped to think how much energy you can save by the simple trick of talking more slowly? Using fewer and wiser words? Stretching and yawning

between interviews as a refresher? Do you get up from your desk and gaze out of the window and look far, far away to rest your eyes? Try it once an hour. Do you ever rest your head on your desk? Perhaps you already can testify to the worth of knocking off every afternoon for fifteen minutes for a cup of coffee or tea. Suppose you were to set yourself an assignment: to make a schedule of relaxation aids. Then sandwich them in throughout the day for several weeks until they become fixed habits. You'll be surprised at how much better a job you can do.

You can do away with finger-tapping, frowns and pursed lips, and other signs of nervous tensions. Why not also change the pitch of your voice? Talk under rather than above noise. Why not slow down the tempo of your talk? Why not suggest to yourself throughout the day: *Take it slow and easy*? Taking it slow and easy actually increases your efficiency and helps you to sleep better at night. Once you give it a fair trial, you will get more things done with less friction than ever before.

Why not also take a leisurely lunch? Allow at least an hour. Make business-over-the-luncheon-table taboo. You may want to lunch alone, especially if you are the string-bean type. You may want to meditate while you eat. Or you may wish to read a book. It may be a whodunit. It may be a book like the *Meditations* of Marcus Aurelius. You may, on the other hand, get more relaxation from companionship. If so, how about joining a luncheon club? You may want to get in touch with old friends and fraternity brothers and make a custom of lunching with them on certain days. When you leave the office, shut the door on your problems. Say to yourself, "This is my

lunch hour. I've earned it to spend as I please." You will come back refreshed and better able to tackle the afternoon.

How a Leader Should Bed Down

And, of course, you must have enough rest. Make your bedroom a pleasant refuge from confusion. Why not try reading every night in bed; or listening to the radio as you lie down; or turning on your television set in the semidarkness as you sit propped up by soft pillows. One business leader I know keeps his stamp albums within reach. Just before going to sleep he leafs through them. Another executive studies the stock market as a game. Several years ago he invested \$1,000 to see how fast he could make it grow by predicting the market-swings. This is his pre-sleep amusement. Mark Twain, you will remember, did much of his writing in bed. Bismarck held conferences with his cabinet ministers before he got up in the morning. So did F.D.R.

Never think of rest as loss. You may not think you need as much as your doctor says you ought to have, but you probably do. If you have a hard time throwing off a cold; if you feel tense and jittery; if your temper ignites at tiny sparks; if you feel the need of stimulants—you may be exhausting your reserves. You then need to store up oceans of rest units in order to get on top physically.

Sir William Osler, that king of teachers of physicians, wrote: "The ordinary high-pressure business or profes-

sional man suffering from angina pectoris may find relief, or even cure, in the simple process of slowing down the engines." More than two thousand years ago, a Greek dramatist wrote, "All diseases are curable by sleep." Modern medicine says practically the same thing. A famous British doctor, Sir B. W. Richardson, said, "Good sleepers are ever, as I think, the most curable patients."

Victory through Vacations

This brings up that troublesome subject: vacation. Leaders need more vacations than any other level of human beings. Dr. Edgar V. Allen, well-known specialist at the Mayo Clinic, not long ago told a group of business executives that: "If one could calculate the efficiency of an executive in terms of total contribution to an industry, one would probably find that, within certain limits, his contribution increased in proportion to his vacations."

Why not take more vacations? Longer ones?

Here is a dreadful but perhaps helpful way to look at vacations. Suppose you knew you had just a year more to live, but that you could extend that one year indefinitely if from now on you slowed down and took at least five weeks of vacation every year. You would gladly settle for those terms. You need not take the vacation weeks all at once. Spread them out throughout the year if you have to. Take an occasional day off. Feel a bit guilty if you will, but do just what you want to do on that truant day. Give up the old idea that you have to

work longer and harder than your staff. Don't push yourself harder than your competitor. Rather, let your wisdom outsmart him. Get off the merry-go-round and walk in a shady path now and then.

The Leader as Husband and Father

Spend more time with your family. Perhaps you know someone who has made a great deal of money at the sacrifice of family love and devotion. He and his wife have grown apart. His children scarcely think of him except on allowance day. He is lonely and rather sour on life. As the years roll by, his monetary success tastes flat. He looks with envious eyes upon your happy home life—and well he may.

Because you have been a devoted husband and father, you are a much bigger success. You are a finer person for having thought daily throughout the years about your duty to them, first. Whenever your business responsibilities keep you from them, you make up for it. You don't buy them off with presents; you give them time and attention. From the beginning you helped plan your home with your wife. You always talk over your worries and problems with her because you consider her your partner and best friend. You always listen sympathetically to the quandaries of your youngsters. Your home is your refuge and joy.

The result is that you are healthier and happier than those who lack your wisdom of life. You are an admirable example, incidentally, to the junior leaders and execu-

tives who are under your influence. You teach by example. You follow the dictates of common sense: that is, no matter how well you feel, you occasionally need a thorough physical examination. You study your physical resources and body type to increase your strength and joy of living. You know that there is a close relationship between body and mind; that one communicates with the other. You know that monotony causes fatigue. And you take as much exercise as you need. You practice moderation in food and drink. That is why you have a sound mind in a sound body. And all these good things enable you, the leader, to live the good life and spread comfort in the perilous times that are ours.

General MacArthur's Advice

You stay young, also. Over General MacArthur's desk there hangs this message:

"Youth is not a time of life—it is a state of mind. Nobody grows old merely by living a number of years. People grow old by deserting their ideals. Years wrinkle the skin, but to give up enthusiasm wrinkles the soul.

"Worry, doubt, self-distrust, fear and despair—these are the long, long years that bow the head and turn the growing spirit back to dust.

"Whether you are seventy or sixteen, there is in the heart of every human being the love of wonder—the sweet amazement at the stars and the starlike things and thoughts—unfailing childlike appetite for what is coming next—and the joy and game of life.

“You are as young as your faith and as old as your doubt—as young as your self-confidence and as old as your fear—as young as your hope and as old as your despair.”

A philosophy like General MacArthur's favorite saying allowed Commodore Vanderbilt to build his vast railroad empire after he was eighty; gave Gladstone the courage to lead his country as Prime Minister at eighty-four. It helps you to get the most out of your physique.

Chapter Ten

STAY TUNED TO MODERN LEADERSHIP

You, as a leader in the second half of the twentieth century, are faced with a magnificent and terrible challenge: to keep civilization alive and growing. For if you allow people to wage war, they will destroy all the hard-won gains of the last five thousand years, and final night must fall. All the strenuous work of those who went before will go down the drain of oblivion. This must not happen.

You may protest that you are not a leader of a nation—and that may be so. Yet you will not be excused from leading your organization into the ways of sanity and good will. Every effort you and your followers make in the right direction—no matter how few in numbers you may be—is a definite, positive contribution to the “one-increasing purpose.” Plato, in the days of the oxcart, showed how a nation is nothing more than a collection of individuals. If he were abroad in this age of universal, quick communication he would doubtless say the same thing about the world. And he would be right. Help others to grow and you better the world.

So, if you agree with the premise that today's leaders—in all walks of life—have a common purpose, you will devoutly ask for guidance and wisdom. You will say with King Solomon, "With all thy getting, get understanding." You will work hard to uplift your organization, to help make men's hearts as strong as their intellects. All this means heavy responsibility and great opportunity for you as a leader.

One of your duties is to keep abreast of the growing knowledge about leadership. You owe it to yourself and to your organization to review the pertinent discoveries from time to time. You can use the questions and answers and bibliography that follow as a constant check list on your own qualifications and understanding.

Some Useful Definitions

1. Is leadership a specialized ability or trait?

No. It is the result of many traits in the individual as well as of demands from groups. "Ability to deal with people" is perhaps the outstanding trait and demand, but it as yet has not been reduced to quantitative terms. Some years ago psychologists proposed that intelligence be described at three levels: abstract, manual, social. They were not successful in isolating and measuring social intelligence.

Dr. Lewis M. Terman, *et al*: *Genetic Studies of Genius*, Vol. I. Palo Alto, Calif.: Stanford University Press, 1926.

2. Do leaders fall into categories or types?

Yes. While the job of leader varies greatly from situation to situation, leaders' functions fall into three categories: planning, organizing, and persuading. Some leaders' jobs depend upon their ability to do all three rather well; others require great proficiency in only one of the three categories; still others need proficiency in two of them.

Dr. Thomas E. Coffin: "A Three-Component Theory of Leadership," *Journal of Abnormal and Social Psychology*, January, 1944.

3 Do outstanding leaders always head up stable organizations?

No. Organizations vary in permeability, stability, homogeneity of membership, etc., as well as in size. Scales have been devised to measure these dimensions of organizations or groups.

Dr. John K. Hemphill: *Situational Factors in Leadership*. Columbus, Ohio: Ohio State University Educational Research Monograph 31, 1949.

4. Are there certain common factors that cause leaders to emerge?

Yes. There must be an organization with a common task or objective. One member, at least, must have responsibilities that differ from those of the other members. If all members perform exactly the same duties in exactly the same way, there is no leadership. A leader becomes differentiated from other members because of

the influence he exerts upon setting goals and achievements for the organization. Leaders cannot emerge unless members of the organization assume different responsibilities; and the organization is founded upon differentiation of responsibility.

Dr. Ralph M. Stogdill: "Leadership, Membership, and Organization." *Psychological Bulletin*, January, 1950.

5. Are organizations usually unified?

No. There are usually informal groups within the organization. These are ordinarily friendship groups and cliques based upon close association, mutual interests, or antagonisms. Broadly speaking, the larger the organization, the greater the number of the informal groups within it. In other words, an organization in operation seldom corresponds exactly to the organization as planned or as represented on a chart. The leader's job, in large part, is to reconcile discrepancies between (1) what ought to be done and what is actually done; (2) formal procedures of cooperation and informal patterns of cooperation; (3) goals and achievements; (4) individual needs or desires and the requirements of the organization; (5) the organization's needs and resources.

Drs. F. J. Roethlisberger and William J. Dickson: *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1939.

6. Does a successful leader have to have others "run interference for him" within his organization?

Yes—in the sense that the functions of top leaders in smooth-running organizations are supported at each lower level in the leadership set up by increasingly more detailed and routine work in the same functions. There is usually considerable overlap of functions. Some members work only with others at the same level in the organization. Others work mostly with subordinates. Still others work most of the time with superiors. The leader usually knows more about the entire “picture,” but individuals ordinarily know more about each separate, detailed function. The successful leader does not get lost in detail; but is content to delegate authority and responsibility.

Dr. Carroll L. Shartle: “Leadership and Executive Performance.” *Personnel*, 25, 1945.

7. Is the influence of a leader constant?

No. In modern complex organizations, such as big businesses, the leadership influence of any one member is determined in part by the leadership exerted by others. The balance may change from time to time. Thus A exerts more leadership influence in some situations; and B, C, and D exert more influence in other instances. The leadership of A may be circumscribed by B, C, and D, who are competing with him. Or A may depend upon the supporting leadership or leadership influence of B, C, and D.

Dr. Ralph M. Stogdill: “Leadership, Membership and Organization.” *Psychological Bulletin*, 47, 1950.

Biology of Leadership

8. Do leaders have one characteristic physique?

No. Leaders, like followers, can be classified roughly into three main types: (1) *endomorphs*, or the roly-poly type, inclined to roundness and softness; (2) *mesomorphs*, or the athletic type, inclined to hardness and squareness; (3) *ectomorphs*, or the string-bean type, inclined to linearity and fragility.

Experiments indicate that these three main body types also have characteristic temperaments: (1) The endomorphs are inclined toward *visceratonia*. Their orientation is around food, comfort, and people. (2) The mesomorphs are inclined toward *somatotonia*. Their orientation is around action and dominance. (3) The ectomorphs are inclined toward *cerebrotonia*. Their orientation is around oversensitivity, restraint, and inhibition.

Dr. Thomas E. Coffin: "A Three-Component Theory of Leadership." *Journal of Abnormal and Social Psychology*, January, 1944.

9. Is there a tendency for the three body temperament types of leaders to succeed characteristically?

Yes. According to one detailed experiment, the *endomorph-visceratonia* group lean toward persuading; the *mesomorph-somatotonia* group show aptitude for organizing; the *ectomorph-cerebrotonia* group succeed best in planning. There were overlappings in the achievement of the three groups.

Dr. Thomas E. Coffin: "A Three-Component Theory of Leadership." *Journal of Abnormal and Social Psychology*, January, 1944.

10. Are leaders taller?

Yes. Although there are exceptions, of course, leaders are generally taller than the average follower. For example:

<i>Occupation</i>	<i>Average Height in Inches</i>	<i>Difference</i>
Bishops	70.6	1.8
Preachers in small towns	68.8	
University presidents	70.8	1.2
Presidents of small colleges	69.6	
City school superintendents	70.4	0.7
Principals of small towns	69.7	
Sales managers	70.1	1.0
Salesmen	69.1	
Presidents, railroad companies	70.9	1.5
Station agents	69.4	

E. B. Gowin: *Selection and Training of Business Executives*. New York: The Macmillan Company, 1918.

11. Is weight a correlative of leadership?

Yes. The general factor of bigness or heaviness shows a definite, low positive correlation with all these three traits; namely, *aggressiveness*, *leadership*, and *sociability*.

Dr. W. H. Sheldon: "Social Traits and Morphological Types." *Personnel Journal*, March, 1927.

12. Can leaders be reliably selected solely on the basis of their physical characteristics?

No. One hundred and twenty-two physical requirements were considered in testing the hypothesis that judgment, intelligence, frankness, will power, ability to make friends, leadership, originality, and impulsiveness are revealed by physical characteristics. Ratings of these character traits as exhibited by thirty subjects used in the experiment were secured from intimate associates and pooled in such a manner as to yield an unusually reliable index of those traits. These pooled ratings were then correlated with each of the physical measurements. The net result: two hundred and one correlations between variations in physical traits and variations in character traits (said by character analysts to be closely related to the physical traits) are exactly zero.

Drs. G. U. Cleeton and F. B. Knight: "Validity of Character Judgment Based on External Criteria." *Journal of Applied Psychology*, June, 1924.

13. Are leaders born more frequently in certain months?

Yes. Leaders and headmen tend to be born in February and March more than in July and August, and this is attributed to the basic seasonal rhythms more closely than is common in the general population. The best months for conception in the North Temperate Zone are

May and June, for then the *physical* energy of the parents is at a maximum. In the cooler months of February and March, the *mental* capacity of the parents is near the maximum.

Professor Ellsworth Huntington: *Season of Birth*. New York: John Wiley & Sons, Inc., 1938.

14. Do leaders have more children?

Yes. Results of various studies show: 9 per cent of those admitted into *Who's Who in America* are bachelors. Those who marry and have no children have been elected in the proportion of 16.44 per cent; those with one or two children have been admitted at the rate of 16.91 per cent; those with three or four children, 18 per cent. ". . . Whatever standards are used to judge success, the men with most children attain the most success."

Dr. Albert E. Wiggam: "Biology of Leadership" in H. C. Metcalf's *Business Leadership*. New York: G. P. Putnam's Sons, 1930.

15. Do leaders wear out quickly?

No. In a detailed study, Dr. Jennings comes to a number of important conclusions: (1) Considerable exertion is required to get into a position of leadership. (This implies robust physical and emotional health.) (2) "If a person is strongly enough equipped to become a leader, he is, it appears indicated, also strong enough to retain his position over a long period. . . ." (3) After a person has reached a persistency pattern of leadership there seems to

be comparatively little change in this position. (The implication is, once a leader, always a leader.)

Dr. Helen Jennings; "Structure of Leadership—Development and Sphere of Influence." *Sociometry*, July–October, 1937.

The Youth of Leadership

16. Do leaders as children reveal types of leadership?

Yes. Three types seem to be quite clearly defined: (1) the *sovereign*, most egocentric of the three. He is admired and followed primarily because of his suggestive personality. (2) The *pedagogue* is least selfish and is absorbed in the care of his group. (3) The *apostle* is the most impersonal of the three. He is essentially interested in objective aims. These types are often recognized in the business world, too.

Dr. V. Winkler-Hermaden: *Zur Psychologie des Jugendführer*. Jena: Fischer, 1927.

17. Are young leaders usually of a genius level of intelligence?

No. "Too much intelligence tends to disqualify a child or an adult for popular leadership." The highest range of I.Q. within which leadership is frequent falls between I.Q. 110 and I.Q. 130. Those with higher I.Q.'s, especially I.Q. 160 and above, have small chance of leading those of average intelligence. For in order to organize and lead others, there must be mutual comprehension between the leader and the led. There must be a community of interests.

Dr. L. S. Hollingworth: *Gifted Children: Their Nature and Nurture*. New York: The Macmillan Company, 1926.

18. Do adolescent leaders fall into types?

Yes. Five types are already evident by the time they reach junior college: (1) The *social climber*, who acquires a social following through prestige. (2) The *intellectual success*, who is outstanding in an intellectual activity, such as writing or debating. (3) The *good fellow*, characterized by a strong desire to be with people. (4) The *big athlete*, motivated by an interest in athletics and having acquired prestige because of athletic ability. (5) The *athletic-activity* type, showing in addition to an interest in athletics a desire for recognition in offices of importance other than the athletic variety.

Dr. C. B. Spaulding: "Types of Junior College Leaders." *Sociology and Social Research*, November-December, 1933.

19. Are there certain traits particularly inimical to young leadership?

Yes. Four traits have been shown very definitely to unfit youngsters for leadership: (1) flightiness, (2) depressive tendencies, (3) self-centeredness, (4) shyness. There may well be others, but these four have been isolated.

Dr. L. S. Hollingworth: "The Child of Special Gifts or Special Deficiencies" in Carl Murchison's *Handbook of Child Psychology*. Worcester, Mass.: Clark University Press, 1933.

Adult Leadership

20. Are leaders more emotional than followers?

No. But "to be effective [they] must arouse an emotional response in the followers that will bind them to the leader in loyal, unquestioning devotion to him and belief in his program." Leaders have to an extraordinary degree the ability "to feel themselves into" the feelings and frame of mind of others. They are sensitive to the moods of others and make use of this knowledge to further their objectives.

Lawrence P. Frank: "Dilemma of Leadership." *Psychiatry*, December, 1939.

21. Does this mean that leaders are characteristically neurotic?

No. An experiment based on the Bernreuter Personality Inventory, a measure of several traits of temperament, reveals that typical leaders score low on *neurotic tendency* and above average on *self-sufficiency*. That is, they are better adjusted emotionally than followers and less dependent upon others.

Drs. Nelson G. Hanawalt and Helen M. Richardson: "Leadership as Related to the Bernreuter Personality Measures." *Journal of Applied Psychology*, October, 1944.

22. Do certain traits identify leaders, regardless of their social position?

Yes. Twelve psychological tests were given to (a) criminal leaders (b) officers (c) student leaders. Four traits

were demonstrated to be common to all three groups of leaders: high self-confidence, motor (muscular) impulsion, finality of judgment, speed of decision.

Dr. W. H. Cowley: "The Traits of Face-to-face Leaders." *Journal of Abnormal and Social Psychology*, October-December, 1931.

23. Do leaders reveal more "self-display" than others?

Yes. Some psychologists call "self-display" an instinct. Leaders thus "instinctively love to stand out from their fellows, to outdistance and outclass them. And the qualities of leadership are not infrequently stimulated by this competition with others, for place, power, distinction."

Dr. Irwin Edman: *Human Traits and Their Social Significance*. Boston: Houghton Mifflin Company, 1920.

24. Are there other traits of temperament that separate leaders from followers?

Yes. Results of experiments, based on psychological examinations, reveal that certain traits of temperament accompany leadership; and leadership is found among those who do not possess certain other traits.

Traits positively related to leadership: originality, aggressiveness, common sense, cheerfulness, humor, emotional stability, trustworthiness, tact, persistence, desire to excel.

Traits negatively related to leadership: readiness for anger, conceit, pure-mindedness, quick oscillation, occasional extreme depression, excitability.

25. Are leaders dominant personalities?

Yes—but not domineering. They have ordinarily “strong personalities”—stronger than those of their followers. They value positions of dominance enough to assume the heavy responsibility they entail. On a test of ascendance-submission, they make high ascendance (dominance) scores.

Dr. Mark A. May: “The Adult in the Community,” in Carl Murchison’s *Handbook of Social Psychology*. Worcester, Mass.: Clark University Press, 1935.

26. Is there a trait of temperament that separate female leaders from male leaders?

Yes. Although the studies of comparison of female and male leaders are few, there is one trait that has been definitely shown to separate them: Women leaders are even more extroverted than male leaders. They are therefore more gregarious, and interested to a greater extent in people than in things.

Dr. K. Sward: “Temperament and Direction of Achievement.” *Journal of Abnormal and Social Psychology*, 1933.

27. Do adult leaders have superior intelligence?

Yes. Their I.Q. as measured by the Thorndike Intelligence Examination is above the average of the group they lead. Their intelligence rating, like that of child leaders, is not the highest in the group, usually. Evidently, leaders are chosen for outstanding traits other than intelligence, and high intelligence is merely a con-

comitant of the traits recognized in the selection of leaders.

Dr. T. L. McCuen: "Leadership and Intelligence." *Education*, October, 1929.

28. Are leaders unusually efficient readers?

Yes. According to results based on the Ohio State University Study Performance Test, leaders in the business world excel in (1) speed of silent reading, (2) paragraph analysis, (3) reading in forms other than the sentence, *e.g.*, graphs, figures, etc., (4) recognizing foreign expressions often encountered in English reading matter, (5) study habits.

James F. Bender: *Reading Abilities of Business Leaders* (unpublished study).

29. Are leaders highly endowed as regards vocabulary?

Yes. They make definite and quick selection of words on vocabulary tests. They are prompt in completing sentences, in naming opposites, in recognizing synonyms and antonyms, and in formulating definitions. On a series of four vocabulary tests given by The National Institute for Human Relations, leaders averaged 88, whereas the average score is 49.

James F. Bender: *How to Talk Well*. New York: McGraw-Hill Book Company, Inc., 1949.

30. **Is** there one outstanding ability more often mentioned by business leaders than any other?

Yes. In a study based on answers to a questionnaire received from fifty-five business leaders, selected from America's 100 largest business, industrial, and financial organizations, fifty-four put *good speaking ability* first among a list of recognized "executive tools."

James F. Bender: "Men Who Speak." *Banking*, 1932.

31. Are there certain rules of speech that leaders follow?

Yes. "Leadership and command gravitate to the man who can talk." In a study of the components of effective military leadership, ten speech rules are given:

1. To inspire men to effective action, it is necessary to propose something they *want* to do.
2. To inspire confidence, a speaker should stand erect, with chest high, and look hearers in the face.
3. He should know what he is going to say before he starts to say it.
4. He should ask himself, "Why am I making this speech?" If he does not know, then he should not make it. Every speech must have a definite purpose.
5. He must not indulge in mannerisms that distract attention.
6. He must work on the best, and not the worst, feelings of his hearers.
7. He should use short words and sentences.
8. He should endeavor to bring his hearers into his speech.
9. He must speak up.
10. He must know when to stop. An effective speech can be spoiled by continuing just a minute too long.

Norman Copeland: *Psychology and the Soldier*. London: George Allen & Unwin, Ltd., 1944.

32. Is it true that leaders score high in tact and humor?

Yes. *Tact*, defined as a sense of proportion, and *humor* as a sense of disproportion, help the leader to maintain objectivity in reaching decisions and furthering good human relations.

Professor Emory S. Bogardus: *Leaders and Leadership*. New York: Appleton-Century-Crofts, Inc., 1934.

33. Do followers generally surround leaders with a "halo"?

Yes. Associates of leaders consider them free from inferiority feelings. But, curiously enough, both men and women leaders rate themselves as having more inferiority feelings than do nonleaders. Studies of many leaders suggest that their triumph over inferiority feeling often results, by way of compensation, in positions of dominance.

Drs. Gardner Murphy, Lois Barclay Murphy and T. M. Newcomb: *Experimental Social Psychology*. New York: Harper & Brothers, 1937.

34. Do successful industrial leaders play hunches?

No. Today, more than ever, they base policies and decisions on facts—not on emotions or opinions. They use the best experts, laboratories, market surveys, statistics, trade associations, government research agencies, and highly skilled associates.

E. A. Filene: *The New Leadership in Business*. Brooklyn: Chamber of Commerce, 1928.

35. Are business leaders college graduates?

Yes. The tendency is in that direction. A study of a hundred and fifty business leaders, fifty from each of three levels of accomplishment, revealed the following facts: (1) Of the top fifty: 72 per cent went to college; 18 per cent went as far as high school; 10 per cent left school at the end of the elementary grades. (2) Of the mid-group: 76 per cent went to college; 10 per cent went as far as high school; 8 per cent went only as far as the grades. (3) Of the bottom group: 20 per cent went to college; 48 per cent went as far as high school; 32 per cent went only as far as the elementary grades.

Dr. Daniel Starch: *How to Develop Your Executive Ability*. New York: Harper & Brothers, 1943.

36. Do leaders in the business world attribute their success to certain capacities?

Yes. A hundred and fifty business leaders rated four capacities as accounting for their success in large part. These were mentioned in descending order of frequency, as given here: ability to handle people, ability to think, capacity for assuming responsibility, inner drive.

Dr. Daniel Starch: *How to Develop Your Executive Ability*.

37. Do leaders have a knack of getting more out of subordinates than the subordinates knew they had in them?

Yes. Because leaders are keen judges of human nature, they do not underestimate nor overestimate their subordinates. Leaders are able to get men to work well because they practice the psychology of human motivation. The typical leader "sees where they [subordinates] will be most serviceable."

Dr. Paul J. W. Pigors: *Leadership or Domination*. Boston: Houghton Mifflin Company, 1935.

38. Are leaders good teachers?

Yes. Results of the George Washington University Teaching Aptitude Test administered to business leaders indicate that their scores are higher than those of upperclassmen in teachers colleges, according to a study made at The National Institute for Human Relations.

Dr. Ordway Tead also stresses the importance of teaching ability: "The leader can most surely count upon the sustained support of the led when they have been through experiences sufficiently like his to have brought them to the same conclusions about what they want and how in general they shall try to get it."

Dr. Ordway Tead: *Art of Leadership*. New York: McGraw-Hill Book Company, Inc., 1935.

39. Are business leaders a hard-working group?

Yes. According to results of a nationwide study, business leaders are hard workers. Among their significant work habits:

82.5 per cent get to the office at 9 A.M. or earlier.

68.7 per cent leave the office at 5 P.M. or later.

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56.1 per cent spend an hour or less for lunch.

95.9 per cent work at night at home more than "seldom."

78.0 per cent work on Saturdays in the winter.

The Management Poll, *Fortune*, March, 1946.

40. Is business leadership moving in a certain direction?

Yes. Leaders of big business in America are tending more and more toward professionalization. Their interest in postgraduate study is evidence of this trend. The professional leader in the large corporation must attempt to coordinate the decisions of many lesser executives. This presupposes continued study, research, and self-improvement.

Dr. Robert A. Gordon: *Business Leadership in the Large Corporation*. Washington, D.C.: The Brookings Institution, 1945.

41. Is "moral creativeness" the highest expression of leadership?

Yes. A distinguished leader in the business world presents a study in which he demonstrates "that aspect of individual superiority in determination, persistence, endurance, courage; that which determines the *quality* of action; which often is most inferred from what is *not* done, from abstention; which commands respect, reverence . . . is the aspect of leadership we commonly imply in the word 'responsibility.' Responsibility is the quality which gives dependability and determination to hu-

man conduct, and foresight and ideality to purpose." It is all a part of "moral creativeness."

Chester I. Barnard: *The Functions of the Executive*. Cambridge, Mass.: Harvard University Press, 1938.

42. Do organizations, having free choice, usually choose leaders wisely?

Yes. They choose leaders of unusual gifts who: (1) see their own problems in the light of the group's problems; (2) inspire confidence; (3) rebel against abuse of authority which affects the group as a whole; (4) are reticent about their own personal problems and accept trouble as something that must be dealt with by themselves. So long as he has such compensating virtues, a chosen leader may even have objectionable qualities.

Dr. Helen Jennings: *Leadership and Isolation*. New York: Longmans Green & Co., Inc., 1947.

Answers and Scores to Quizzes

QUIZ 1: *How Well Do You Bear Up under Responsibility?* (page 20).

The average score made by adults on this quiz is 105. A good score is 200; anything above 225 is excellent. The higher the score, the better for leaders.

QUIZ 2: *Vocabulary* (page 25).

Allow 1 point for each correct answer. A score of 10 is fair.

1—yes; 2—yes; 3—yes; 4—no; 5—yes; 6—yes; 7—yes; 8—no; 9—no; 10—yes; 11—no; 12—yes; 13—yes; 14—no; 15—no.

QUIZ 3: *Vocabulary* (page 26).

Allow one point for each correct answer: 10 is a fair score; 12, good; anything above, excellent.

1—a; 2—b; 3—c; 4—b; 5—c; 6—a; 7—b; 8—c; 9—b; 10—a; 11—b; 12—a; 13—c; 14—c; 15—b.

QUIZ 4: *Vocabulary* (page 27).

Allow one point for each of your right answers. A fair score is 11; 15, good; anything above, excellent.

1—plagiarist; 2—nostalgia; 3—lethargic; 4—valetudi-

narian; 5—portcullis; 6—routine; 7—savannah; 8—papoose; 9—dermatologist; 10—raconteur; 11—mayhem; 12—maudlin; 13—rationalize; 14—ascetic; 15—hirsute.

QUIZ 5: *Word Fluency* (page 30).

Twenty-five words a minute on each of the exercises is good; double the number, excellent.

QUIZ 6: *General Information about Leaders and Headmen* (page 38).

Allow one point for each correct answer: 15 is a fair score; 20, good; anything above, excellent.

1—d; 2—f; 3—z; 4—w; 5—p; 6—m; 7—n; 8—r; 9—u; 10—l; 11—y; 12—h; 13—v; 14—i; 15—c; 16—g; 17—t; 18—s; 19—e; 20—k; 21—a; 22—q; 23—j; 24—o; 25—b; 26—x.

QUIZ 7: *How Well Do You Know Books and Authors?* (page 40).

Allow one point for each correct answer: 13 is a fair score; 18, good; anything above 21, excellent.

1—Midas; 2—*Paradise Lost*; 3—Robert Frost; 4—*The Call of the Wild*; 5—*Ancient Mariner*; 6—Henry L. Mencken; 7—*Canterbury Tales*; 8—butler; 9—Barbara Frietchie; 10—Rudyard Kipling; 11—carriage; 12—doctor; 13—*Dr. Faustus*; 14—James Fenimore Cooper; 15—Joel Chandler Harris; 16—Charles Darwin; 17—Charles Lamb; 18—George Bernard Shaw; 19—Daniel; 20—*Macbeth*; 21—Madame Defarge; 22—hanged; 23—Joyce Kilmer; 24—Conan Doyle; 25—schoolmaster.

QUIZ 8: *Source Material Questionnaire* (page 43).

Allow one point for each correct answer: 6 is fair; 8, good; anything above, excellent.

1—*N. W. Ayer's Guide*; 2—*Dun & Bradstreet*; 3—*Reader's Guide to Periodical Literature*; 4—*Who's Who In Business & Industry*; 5—*Reports of the U.S. Census*; 6—*U.S. Catalogue*; 7—*Directory of Directors*; 8—*Media Records*; 9—*Guide to American Business Directories*; 10—*Directory, American Psychological Association*.

QUIZ 9: *How Is Your Incidental Memory?* (page 53).

Allow one point for each correct answer. A score of 15 is fair; 20, good; anything above, excellent.

1—b; 2—a; 3—a; 4—a; 5—b; 6—c; 7—a; 8—Nina; 9—b; 10—c; 11—a; 12—b; 13—b; 14—George Washington; 15—twenty; 16—lion; 17—pulled; 18—b; 19—a; 20—second; 21—males; 22—green; 23—b; 24—c.

QUIZ 10: *Personal Adjustment Inventory* (page 90).

A score of 35 is excellent; 125, average; 150, fair.

QUIZ 11: *Pronunciation* (page 116).

Arctic, depths, government, really, candidate, eleven, only, temperature, company, February, particular, twenty.

The italicized letters represent the sounds most often elided.

QUIZ 12: *Check List of Basic Speech Factors* (page 126).

Ideally, your speech habits should be such that you

and an expert would both put a + sign before all 15 factors. Those that you give a — sign to will constitute your program of speech improvement.

QUIZ 13: *Inventory of Formal Speaking Experience* (page 129).

The number of items you will be able to check will depend upon your age and experience. If you are twenty-eight or under, and can check 11 of the items, your speaking experiences are richer than most.

QUIZ 14: *Skimming Test for Leaders* (page 137).

1—b; 2—c; 3—b; 4—a; 5—b; 6—a; 7—a; 8—a; 9—c; 10—b.

QUIZ 15: *Analytical Reading* (see page 146).

Sets: 1—A; 2—B; 3—B; 4—A; 5—B; 6—A; 7—B; 8—B; 9—B; 10—A; 11—B; 12—B; 13—A; 14—B; 15—B; 16—A; 17—B; 18—B; 19—A; 20—B; 21—B; 22—B; 23—A; 24—A; 25—B.

QUIZ 16: *How's Your Interviewing Technique?* (page 157).

1—yes; 2—no; 3—no; 4—no; 5—yes; 6—no; 7—no; 8—no; 9—no; 10—no; 11—yes; 12—no; 13—yes; 14—yes; 15—no; 16—yes; 17—no; 18—yes; 19—yes; 20—yes; 21—yes; 22—yes; 23—yes; 24—no; 25—yes.

Allow one point for each correct answer. Then subtract the wrong answers from the right answers. A score of 20 or above is excellent; 15 is good; 12 is fair.

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QUIZ 17: *Conference Questionnaire* (page 195).

All twelve items in this questionnaire are correctly answered *yes*.

QUIZ 18: *Sense of Humor* (page 209).

1—c; 2—b; 3—a; 4—a; 5—a; 6—a; 7—a; 8—a; 9—a; 10—c; 11—a; 12—a. Allow ten points for each correct answer. 70 is an average score; anything above, very good.

QUIZ 19: *How's Your Knowledge of Psychology?* (page 222).

Leaders: A—8; B—10; C—4; D—7; E—3; F—1; G—6;
Scales: H—13; I—11; J—18; K—17; L—12; M—15;
N—19;

Vocabulary: O—33; P—32; Q—28; R—24; S—21; T—27; U—22; V—25; W—29; X—30; Y—31.

QUIZ 20: *Overwork Questionnaire* (page 237).

All seven questions should be answered *no*.

QUIZ 21: *Your Sound Sleep Inventory* (page 246).

If you don't make a total score of at least 200 on this quiz, you have a clue to the reason why you don't sleep well. Of course, any one item that you had to mark *no* or *sometimes* may alone be responsible for your insomnia.

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